

**KARADENİZ TECHNICAL UNIVERSITY \* THE INSTITUTE OF SOCIAL SCIENCES**

**DEPARTMENT OF WESTERN LANGUAGES AND LITERATURE**

**MASTER’S PROGRAM IN APPLIED LINGUISTICS**



**INVESTIGATING EFL TEACHERS' ATTITUDES AND BEHAVIORAL INTENTIONS  
TO USE GAMIFICATION IN TÜRKİYE**

**MASTER’S THESIS**

**Beyza BİRİNCİ**

**SEPTEMBER - 2025**

**TRABZON**

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**Supervisor: Prof. Dr. Mustafa Naci KAYAOĞLU**

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**TRABZON**

## APPROVAL

Upon the submission of the dissertation, **Beyza BİRİNCİ** has defended the study “**Investigating EFL Teachers' Attitudes and Behavioral Intentions to Use Gamification in Türkiye**” in partial fulfillment of the requirements for the degree of Master of Arts in Applied Linguistics at Karadeniz Technical University, and the study has been found fully adequate in scope and quality as a thesis by **unanimous/majority** vote on **04.11.2025**.

| Committee Member                 |         | Decision                 |                          | Signature |
|----------------------------------|---------|--------------------------|--------------------------|-----------|
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Approval of the Graduate School of Social Sciences.

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I, **Beyza BİRİNCİ**, hereby confirm and certify that;

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September, 2025

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## ÖZET

Yabancı dil öğrenme süreci genellikle zorlu olarak algılanır ve öğrencilerin başarılı olmak için yüksek motivasyona sahip olmaları gerekli görülebilir. Günümüzde teknoloji, eğitim dahil hayatın her alanında önemli bir rol oynamaktadır ve dijital araçların kullanımı dil öğretiminde yaygınlaşmıştır. Bu bağlamda, oyunlaştırma araçlarının (ör. Kahoot, WordWall, Quizlet vb.) kullanımı, öğrencilerin derse olan ilgisini artırma potansiyeline sahiptir. Öğretmenler bu süreçteki en önemli aktörlerden biri olduğundan, onların bu araçlar ve dil öğretimi süreci hakkındaki görüşlerini incelemek çok önemlidir. Öğrencilerle ilgili oyunlaştırma konusunda birçok çalışma yapılmış olsa da, öğretmenlerin bakış açısına odaklanan çalışmaların sınırlı sayıda olması bu çalışmayı gerekli kılmıştır. Bu bağlamda, bu karma yöntemli çalışma, Türkiye’deki İngilizceyi Yabancı Dil Olarak Öğreten (EFL) öğretmenlerin oyunlaştırma araçlarının kullanımına yönelik tutumlarını ve davranışsal niyetlerini incelemeyi amaçlamıştır. Araştırma kapsamında, Türkiye'nin farklı bölgelerinden 112 İngilizce öğretmenine bir anket uygulanmış, ardından 10 öğretmenle yarı yapılandırılmış görüşmeler yapılmıştır. Bulgular, öğretmenlerin bazı engellerden bahsetmelerine rağmen, oyunlaştırmaya karşı olumlu tutumları olduğunu ve gelecekte bu araçları daha sık kullanmak istediklerini göstermektedir. Çalışma, mevcut literatürü desteklemekle kalmayıp, sınıf dinamikleri, öğretmen-öğrenci ilişkileri ve öğretmenin rolü hakkında önemli içgörüler sunarak, teknolojinin dil öğretiminde bir amaç değil, süreci destekleyen bir araç olduğunu ortaya koymaktadır.

**Anahtar Kelimeler:** Oyunlaştırma, Dijital Oyunlaştırma Araçları, Yabancı Dil Olarak İngilizce Öğretmenleri, Motivasyon, Tutum

## **ABSTRACT**

The process of learning a foreign language is often perceived as challenging, and students need to be highly motivated to succeed. Today, technology plays an important role in every aspect of life, including education, and the use of digital tools has become widespread in language teaching. In this context, the use of gamification tools (e.g. Kahoot, WordWall, Quizlet etc.) has the potential to increase students' interest in the course. Since teachers are one of the most important actors in the process, it is crucial to examine their views on these tools and language teaching process. Although there have been many studies on gamification regarding students, the limited number of studies focusing on the teacher perspective has made this study necessary. In this regard, this mixed-methods study aimed to examine the attitudes of Turkish English as a Foreign Language (EFL) teachers towards using gamification tools and their behavioral intentions. Within the scope of the research, a questionnaire was administered to 112 English teachers from different regions of Türkiye, followed by semi-structured interviews with 10 teachers. The findings show that, despite mentioning certain barriers, teachers have positive attitudes toward gamification and want to use these tools more frequently in the future. The study not only supports the existing literature but also offers important insights into classroom dynamics, teacher-student relationships, and the role of the teacher, revealing that technology is not an end in itself in language teaching but rather a tool that supports the process.

**Keywords:** Gamification, Digital Gamification Tools, EFL Teachers, Motivation, Attitude

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## **LIST OF ABBREVIATIONS**

|      |                                              |
|------|----------------------------------------------|
| ICT  | : Information and Communication Technologies |
| EFL  | : English as a Foreign Language              |
| NTC  | : Nike Training Club                         |
| GBL  | : Game-Based Learning                        |
| SDT  | : Self-Determination Theory                  |
| TAM  | : Technology Acceptance Model                |
| PEOU | : Perceived Ease of Use                      |
| PU   | : Perceived Usefulness                       |
| GC   | : Google Classroom                           |
| L2   | : Second language                            |
| FLE  | : Foreign Language Enjoyment                 |
| ELT  | : English Language Teaching                  |

## INTRODUCTION

In an educational context, there is no denying the importance of teachers for students. Especially in language learning, some students have hesitations about their ability to succeed, perceiving the process as complex and challenging. Nevertheless, teachers have the power to alter students' unfavorable attitudes on language learning. They can help their students to adapt to the language learning process more easily by paying attention to their needs and interests.

Nowadays students' needs and their motivation sources are different from their predecessors because the generation that many language learners nowadays are a part of is known as "digital natives," according to Prensky (2001). In addition, Mee Mee et al. (2020) point out students need 21st century skills such as critical thinking, cooperation and digital literacy in order to be successful in language learning because being digital natives, students find it easy to become disinterested in an ordinary classroom. Therefore, students approach learning and teaching with a new perspective and they have sophisticated needs. In terms of meeting their students' needs, teachers can be seen as key factors to provide necessary information (Mee Mee et al., 2020). With the help of integrating technology into language classrooms, they may help students to get away from the dominance of books and allow them to experience authentic materials. Therefore, students' motivation on language learning can be increased (Stepp-Greany, 2002).

Using technology in the classroom may be a good opportunity for teachers in terms of enhancing students' motivations. Over the past ten years, advancements in information and communication technologies (ICT) have brought about a significant transformation in the way games are used in education, resulting in a new use of games in learning environments. Since games have long been an element of foreign language pedagogy, gamification should be more applicable in language teaching than in any other area of education (Phuong, 2020). Gamification refers to using aesthetics, game mechanics, and game theory to solve problems, encourage action, and engage people (Kapp, 2012). According to Werbach and Hunter (2012), it is the process of applying features and strategies from games to a non-gaming context in order to actively involve people in a certain topic. Additionally, it has been demonstrated that using gamification in the teaching of English as a foreign language (EFL) improves student motivation, engagement, and language learning (Boudadi & Gutiérrez-Colón 2020; Dehghanzadeh et al. 2021). Research indicates that incorporating game-like features into the classroom, such as leaderboards, badges, points, and individualized feedback, can boost students' interest in their learning (Dias, 2017)

The integration of game-like elements in the classroom motivates teachers as well as students. For students, learning a language through gamification can increase their motivation because gamification strategies can enhance learning through the integration of game-like aspects such as point systems (Gobbo & Girardi 2001). Besides, using awards and encouragement frequently may be seen as an effective way. For teachers, motivation might originate from extrinsic factors like student reactions to employing technology in the classroom or intrinsic factors like the sense that their teaching talents have improved (Abu Zahra, 2023). Furthermore, engagement and motivation have always been challenges for EFL teachers, making it difficult to sustain student interest and active participation but based on the relationship that exists between gamification, motivation, and learning, teachers are encouraged to include gamification into their lessons because gamification has been shown to have a favorable impact on learners' motivation, engagement, and performance in numerous studies on its effects on learning (Acosta-Medina et al., 2020).

Depending on their attitudes towards and behavioral intentions regarding the use of gamification, EFL teachers are crucial in encouraging the application of gamification in their classes. To gain a deeper understanding of how gamification is actually used by teachers, it is important to know teachers' attitude towards gamification because an individual's attitude is a significant indicator of their intention to carry out the desired behavior and the way teachers feel about using gamification as a teaching method can be defined as their attitude towards it (Martí-Parreño et al., 2016). Moreover, beyond attitude, teachers' readiness to adopt gamification is equally important. Even with a positive outlook, a lack of training, resources, or confidence in using gamification tools may hinder its effective integration. Therefore, ensuring that teachers are adequately prepared and supported is essential for successfully implementing gamification in EFL classrooms.

The present study seeks to examine EFL teachers' attitudes and behavioral intentions concerning the use of gamification in the classroom. Additionally, the research aims to assess EFL teachers' preparedness to incorporate gamification into their teaching practices, as well as the challenges they face in language instruction. The study will also investigate social influences teachers have that may shape their intentions to adopt this approach. Gaining insight into EFL teachers' attitudes towards the integration of gamification is crucial for identifying the factors that facilitate its adoption and for providing recommendations to ensure its effective implementation. Furthermore, several studies have identified a discrepancy between the intention to use gamification and its actual implementation, highlighting various barriers such as insufficient time, resources, and training to effectively utilize gamification tools (Kaimara et al., 2021; Martí-Parreño et al., 2016; Mee Mee et al., 2020; Sajincic et al., 2022). These findings underscore the importance of examining the factors that influence teachers' engagement with gamification methods and the degree to which these factors impact its adoption.

## **CHAPTER ONE**

### **1. FRAMEWORK OF THE STUDY**

#### **1.1. Statement of the Problem**

The process of learning a foreign language may be seen as complicated. Hence, to attain a significant level of accomplishment, highly motivated learners are needed. As technology advances, enthusiasm for language learning classrooms grows because incorporating the technology into language learning makes the process more engaging and attainable for students. Therefore, instead of using traditional methods in the classroom, using more authentic methods such as gamification may enhance students' intrinsic motivation and help them to engage in activities more easily (Zarzycka-Piskorz, 2016). Although there are a great deal of benefits of using authentic methods and technological devices in language teaching, teachers may have a tendency to use traditional methods for teaching a foreign language. In order to support their students in the best way, teachers may be aware of innovations around them.

Since technology has become more widely used in classrooms, gamification in particular has gained favor in education. Research on application of gamification and its advantages primarily concentrate on students' experiences. According to some studies, in order to identify barriers and improve the effectiveness of gamification strategies in education, it is also necessary to look into how teachers see the application of gamification (Alabbasi, 2018; Sajincic et al., 2022). In addition, research indicates that teachers' inclination to employ gamification technologies could be influenced by several factors, and it is necessary to examine the effect of these factors in diverse settings. Although teachers are major factors in the implementation of gamification in the classroom, they are hardly ever the subject of gamification studies (Pivec & Pivec, 2011).

#### **1.2. Purpose of the Study and Research Questions**

The current study aims to investigate EFL teachers' attitudes and intentions towards using gamification in their teaching and the factors such as teachers' readiness, barriers they encounter and social influence they have. Besides, it aims to explore how these factors related to teachers' implementation process. All in all, this study aims to answer following questions;

1. What are the attitudes and behavioral intentions of EFL teachers toward the use of gamification?
2. What factors influence EFL teachers' ability to integrate gamification into their teaching?
  - 2.1. What barriers do EFL teachers encounter when using gamification?
  - 2.2. What is the readiness level of EFL teachers to integrate gamification into their teaching, and how do their readiness and the barriers they face affect their attitudes and intentions toward its use?
  - 2.3. How does social influence impact EFL teachers' attitudes and intentions to use gamification?
3. Do EFL teachers' attitudes, readiness, and intentions toward gamification differ based on gender, educational level, teaching experience, or other demographic factors?
4. How does gamification impact EFL teachers' instructional practices and professional engagement?
  - 4.1. What role does gamification play in EFL teachers' language classes?

### **1.3. Significance of the Study**

With the help of developments in technology, using digital tools in language learning classrooms appeals to all students in this technology era because they were born into this world and they may have a tendency to integrate technology in their daily lives. Using gamification in language teaching has emerged as a result of using technology in language learning environments.

Gamification may have several benefits in EFL classrooms. For example, it may be a significant motivation source for students, it may help students to engage in classroom activities easily, it may support students' success and it may create an entertainment environment for students (Michos, 2017). In order to get the greatest benefits from gamification tools, it is necessary for teachers to include them into their lessons. Therefore, examining the behavioral intentions and opinions of teachers is critical, as they are the ones who employ the tools and serve as observers and assessors of students' progress. However, gamification may take insufficient amount of consideration from teachers because according to them, gamification may not be different from game based learning. Besides, according to several studies, there are a number of reasons why teachers might not be in favor of gamification in the classroom, including a lack of time or resources to create games, a lack of knowledge, low technological self-efficacy, and incompatibility with learning objectives (Mee Mee, et al., 2020).

Hence, exploring teachers' attitudes and intentions towards gamification may support EFL students' learning process and help teachers to create appropriate EFL courses for their students. In addition, research results may provide favorable information for curriculum designers in terms of implementing gamification in language learning curriculum effectively.

## **CHAPTER TWO**

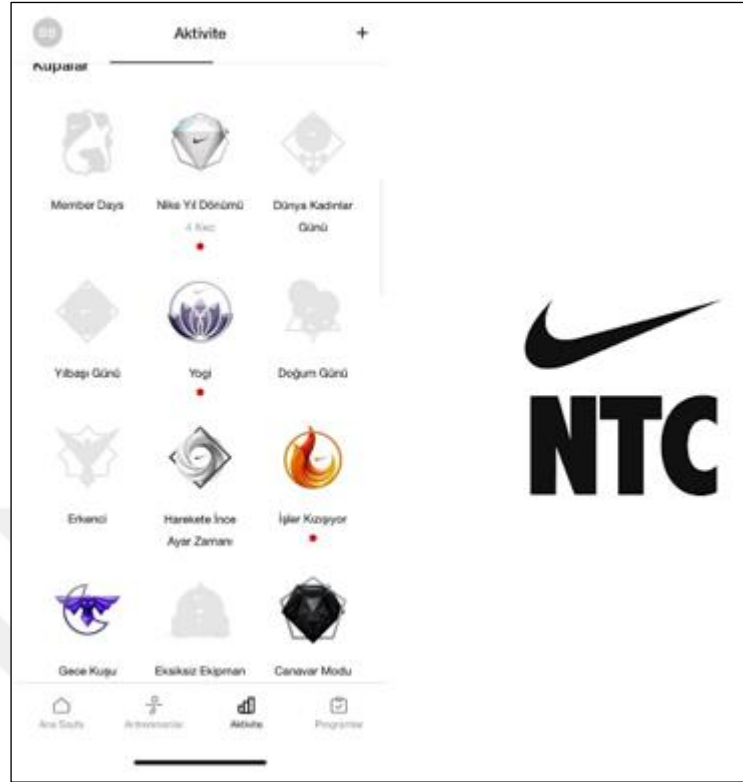
### **2. LITERATURE REVIEW**

#### **2.1. Gamification and Education**

By means of new online tools and technological developments in educational framework gamification has developed. It is a comparatively new concept and it refers to using games in non-game environments such as schools and classrooms in order to increase motivation and fun (Dehghanzadeh et al., 2019). Firstly, Nick Peling introduced the gamification concept in 2002 (Marczewski, 2013). In 2008, the term was mentioned in the literature then it became popular in mid-2010 with the help of conferences and practices (Deterding et al., 2011).

Kapp (2012) describes gamification as the application of game-based mechanics, aesthetics, and game-oriented thinking to engage and motivate individuals while Deterding et al. (2011) gives a broader definition of gamification as the integration of game design elements into contexts beyond traditional gaming environments. Gamification is a design technique that uses gameful design to create experiences similar to those found in games in diverse contexts to encourage a variety of activities and behaviors (Huotari & Hamari, 2017; Deterding et al., 2011). Gamification, which creates psychological and social effects, can be applied in various fields from business life to education by offering both an educational and entertaining approach for different purposes such as providing users to achieve certain goals, supporting learning processes, increasing productivity in workplaces or creating customer loyalty. NTC (Nike training club) is one of the recently popular apps which can be seen as a gamification example from the business world (see figure 1). Thanks to this app, users can track their achievements and see the badges they have earned after doing the exercises included in the app. In this way, it is possible to gain the habit of doing sports and to make sure that they can have a chance to achieve positive results in the future.

**Figure 1: NTC app**



In addition, Piano staircase application in the subway in Stockholm can be included in the concept of gamification as an encouraging practice to encourage individuals to use more stairs (see figure 2). In this application, note sounds are placed on the stair steps, the stair steps are painted in the shape of a piano and people start to hear the piano sound while climbing the stairs. As a result, it was observed that individuals preferred the staircase with steps instead of the escalator because climbing stairs became fun.

**Figure 2: Piano Staircase Application in the Subway in Stockholm**



Regarding the design of the learning process, the term “gamification” describes the application of elements from game design and experiences of gaming (Caponetto et al., 2014). Additionally, Al-Azawi et al. (2016) describe gamification as a relatively simple process that involves creating non-gaming scenarios by using game mechanics, game design features, and game thinking.

According to Yılmaz (2022) gamification has been used to promote learning across a range of topics and situations and to draw attention to relevant attitudes, actions, and behaviors including incorporating strategies for exploratory learning, making assessments simpler and more effective, having students complete assignments, allowing them to study on their own, working in groups, encouraging participation, and consolidating their creativity and retention, among other things. Using gamification in education may help students to engage in activities. It serves as a “trigger” for involvement, enthusiasm, and education (Korkealehto & Siklander, 2018).

In educational settings, gamification may be used in order to increase students’ success because it may help to reduce students’ anxiety (Waer, 2021) and provide them a stress free environment. It may increase students’ motivation and their cognitive level (Kıyançık & Uzun, 2022). Since they can practice their critical thinking skills for several hours in a game-based environment, students have the opportunity to enhance their skills during the process (Gee, 2003). As Lee & Hammer (2011, p.4) said “Bringing education and game elements together could turn out like peanut butter meeting chocolate: two great tastes working together, leading to results that are especially important for developing 21st century skills.” However, this may not always be the case. Drawbacks are also important and need to be taken into account. García et al. (2020), in their article about gamification in childhood education, sorting some drawbacks of gamification such as aggressiveness, impulsiveness, competitiveness, and detachment from reality. In a similar way, Makhovych and Kuzmych (2023) give some disadvantages from higher education. According to their study, gamification can distract students from the main aim of the educational process and create a redundant competitiveness among students. Therefore, students may focus their grades rather than learning.

While several studies (Kıyançık & Uzun, 2022; Waer, 2021; Gee, 2003) highlight gamification’s potential for increasing motivation and success, others (Makhovych & Kuzmych 2023; García et al., 2020) suggest that competitiveness and focusing only fun elements during the lesson may hinder engagement and achievement of the students. This contrast suggests that while gamification is generally beneficial, its effectiveness may vary based on classroom context and students' educational stages.

Gamification can manifest in various forms depending on the context and specific goals (Azar & Tan, 2020). It may be integrated through digital platforms, mobile apps, online systems, or even in traditional classroom settings. The primary objective is to cultivate an engaging and immersive

environment that fosters active learning, collaboration, critical thinking, and the development of relevant skills. For instance, Kahoot, a digital platform, and the traditional classroom game “Simon Says” both serve as examples of gamification. The key distinction lies not in the purpose it serves, but in the setting in which the game is played. Although one is conducted online and the other in a physical classroom, both aim to engage students by incorporating game elements, thereby enhancing their motivation and involvement in the learning process.

The use of specialized tools is not always essential for the implementation of gamification in activities but in the context of the educational process, which began to digitize following the COVID-19 pandemic, gamified digital platforms such as Kahoot, Classdojo, Wordwall etc. have become increasingly prevalent. Since March 2020, due to the COVID-19 pandemic declared by the World Health Organization, new situations have emerged in our country and around the world, where communication and learning have occurred under different conditions and dimensions (Alper, 2020). During the distance education process in our country, many of the students have had their first experience with online classes since March 16, 2020. With this unexpected change in their learning process, students’ attitudes and success are affected as well. While Gören et al. (2020) suggests that distant education is not effective as face to face education, according to Özdoğan and Berkant (2020)’s study interaction and engagement of students need to be increased in order to cope with students’ lack of motivation during distance education. At this point, gamified digital platforms (e.g. Kahoot, Classdojo, Wordwall etc.) which could positively influence students' motivation and engagement in lessons, may gain significant importance. Given that the digital generation has easy access to information and technology, students increasingly demand the integration of technology in their learning experiences. Consequently, instructors should emphasize the design of activities and learning environments that foster greater student engagement, thereby facilitating lasting learning outcomes (Gündüz & Akkoyunlu, 2020).

Gamification can be used in both digital (gamified web tools) and non-digital formats (e.g. Simon Says, Scrabble, Bingo etc.). Nevertheless, due to the complexities associated with defining and applying non-digital gamified interventions, this study focuses specifically on gamified web tools. Another reason for that after the pandemic, online education activities are on increase. Thus, gamified platforms become prevalent because preparing and using these tools may be easier than traditional classroom games. Besides, especially for the EFL context, using gamified web tools has several benefits. For example, it has been observed that students demonstrate higher levels of engagement and motivation when provided the opportunity to compete with one another during games and receive rewards upon completion (Çınar et al., 2022). Similarly, Redjeki and Muhajir (2021) suggest that gamification can be employed by EFL teachers to improve students' English language skills, as it provides an innovative and engaging learning experience. Nonetheless, gamified web tools can serve as a potential source of distraction, as students may develop a greater focus on the game itself rather than the educational content (Huang & Schmidt, 2022).

Generally speaking, gamified learning refers to digital gamified learning; hence, in this paper, “gamified learning tool” refers to a website, system, or mobile application that uses gamification.

### **2.1.1. Game-Based Learning**

Basic requirements for education are not the same as in the past. Nowadays, students are expected to learn 21st century skills such as critical thinking, creativity, collaboration and problem solving. Game-based learning is one of the most interesting ways to learn these abilities.

A form of learning known as “game-based learning” (GBL) incorporates games into the processes and goals of education (Michael & Chen, 2006). Furthermore, game-based learning is more than just making fun games for students to play; it also involves creating learning activities that might progressively introduce concepts and guide users toward a goal (Yılmaz, 2002). With the use of game-based learning (GBL), teachers may motivate students to learn while having fun and increase the interest level of the learning process (Al-Azawi, 2016). In this method, games and school subjects are combined in order to get rid of the dullness of the traditional learning environment and provide a more creative learning process.

Additionally, with the aim of increasing motivation, digital game based learning which combines digital games and curriculum is presented by Prensky (2001) as a brand new game based learning approach. This new approach uses digital games to support learning and teaching processes and it is a student centered approach (Anastasiadis et al., 2018). It should help students acquire the necessary knowledge and meet their intended learning purpose because it is situated in a learning environment (Ke, 2016; Klopfer et al., 2009).

Digital game based learning is an efficient approach in terms of providing students both school subjects and a fun learning environment. Because, for students, not only being successful but also having fun during the learning is crucial. Additionally, there are more advantages to be obtained from digital game-based learning in terms of improving teaching methods, improving student experiences, and encouraging active engagement and communication between students and teachers. In light of everything mentioned before, the followings are some additional advantages that digital game-based learning encourages and provides for students (Anastasiadis et al., 2018, p.142): “Cognitive growth and digital literacy; Social-emotional growth and soft skills development; Enhanced decision making and problem-solving skills, as well as Critical thinking; Improved collaboration and communication environment; Positively competitive environment; High self-esteem and autonomy; Progressive learning through experience; Rewarding feeling of progression and achievement; Feedback driven and student-centered learning”.

### **2.1.2. Serious Games and Simulations**

Beyond just being fun, serious games are developed to perform important functions (Deterding et al., 2011; Peng et al., 2010; Kapp, 2014). Serious games may be a source of fun but its main purpose is educational. In serious games players may improve their knowledge and abilities by overcoming various obstacles while having fun. Players who can get over obstacles will be rewarded with power, advancement, and points. Therefore, integrating serious games into learning may help students to feel more motivated. Fransesco and Brangier, (2013) suggests that a serious game can be entertaining, educational, and satisfying, among other things. As a result, when assessing a serious game, factors for enjoyment and pleasure as well as instructional value must be taken into account.

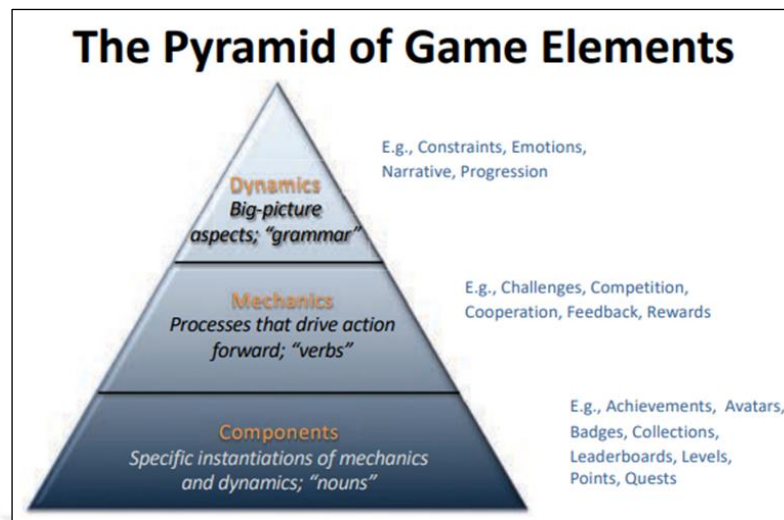
Another application in education is using simulations, which is a kind of game design. Typically, simulations are designed as a game zone. However, despite having certain game mechanics, simulations are not the same as games (Bical, 2016).

The purpose of simulations is to replicate real-world scenarios and provide students the chance to practice dealing with scenarios they might encounter in the course of their work, such as performing surgery or other medical procedures and landing a plane (Kavaklı Duman, 2019). With the help of simulation implementation in learning, students can practice their knowledge about the particular subject.

## **2.2. Game Design Elements**

The fundamental components of gamification applications are game design features (Deterding et al., 2011; Werbach & Hunter, 2012). In order to meet certain psychological needs, improve productivity, or improve performance, some game elements are part of gamification design. According to Werbach and Hunter (2012), game dynamics, game mechanics, game components, and player characters are these game elements (see Figure 3).

**Figure 3: The Pyramid of Game Elements**



**Source:** Werbach & Hunter (2012)

Dynamics are player actions that take place during a game (Zichermann & Cunningham, 2011). According to Zichermann and Cunningham (2011), mechanics are the governing elements that make it possible to build games and specify which behaviors are permitted or prohibited. One of the key elements of gamification is game components and the particular illustrations of the dynamics and mechanics are called components (Kavaklı Duman, 2019).

According to O'Donovan et al. (2013), in an instructional context, badges, progress bars, leaderboards, a story, and visual components are the most effective game elements. In gamification, badges are visual indicators of accomplishments. When the player hits their target, visual elements in the form of badges indicate success. Because they encourage users to keep working toward their objectives, badges are believed to be beneficial (O'Donovan, et al., 2013). In addition, progress bars display each player's development. They show the path of a goal's development in a gamification activity. They don't evaluate people against one another. Instead, progress bars display a person's past and current performance. Leaderboards are another game component which provide a competition with peers in a friendly manner. It helps players to track themselves within the rest of the community. Dicheva et al. (2015) performed a systematic mapping of 34 studies on gamification in education, published between 2011 and 2014. Their findings revealed that leaderboards were the second most commonly used technique, following badges, across the studies analyzed.

Furthermore, points, levels and reward system are among the most valuable game elements used to gamify the learning process. Points are one of the main components of the gamification process because they help players to track their progress. Therefore, it can provide a sense of achievement and motivation. Adeoye (2023) suggests that points are employed to reward users across various aspects and at different rates. Besides, level represents an extrinsic hierarchical layer in a

system that enable players new advantages as they progress. For example, students achieve a higher level upon completing a set number of tasks, and upon leveling up, they gain access to more complex and difficult activities (Toda et al., 2019). Reward system which is an extensive motivator as well, offers players a more dynamic and effective environment. Zichermann and Cunningham (2011) suggest that rewards can take various forms, including points, status, virtual currency, access to enhanced content or features, virtual goods, and power. Besides, it promotes players' goal achievement.

All in all, these game elements constitute the core of the gamification process. By incorporating these elements and components, even a traditional classroom activity can be transformed into a gamified learning experience. Consequently, a more effective, engaging, and enjoyable language learning environment can be established.

### **2.3. Theories behind Gamification**

Gamification is well known to be important for teaching and learning because it has the ability to motivate individuals. Moreover, language learning relies heavily on motivation and engagement. Therefore, these two ideas have been explained from a variety of theoretical angles.

A prominent motivational theory that forms the basis of gamification is the “Self-Determination Theory” proposed by Reeve, Deci, and Ryan (2004). According to this theory, motivated and involved learners are more likely to have autonomy, relatedness, and competence. Therefore, it may be critical to comprehend how these psychological needs (autonomy, relatedness, and competence) of students can serve as a path between gamification and learning motivation. SDT was utilized by Ryan and Deci (2020) and Lamprinou and Paraskeva (2015) to investigate students' learning efficacy and motivation, and both studies found a positive correlation. Furthermore, research has been done on how Self-Determination Theory functions in gamification. According to one of these studies, extrinsic and intrinsic motivation can coexist in gamification (Muntean, 2011). Levels, points, and badges are examples of extrinsic motivators that can be used in gamification applications. However, intrinsic motivational factors like autonomy, mastery, and achievement can also be used. While students benefit from intrinsic motivation, teachers also need to be intrinsically motivated in terms of their profession. Therefore, they can encourage intrinsic motivation in students. Some existing studies prove the importance of intrinsically motivated teachers in terms of positive correlation between autonomous motivation and adaptive outcomes (Vasconcellos et al., 2020), positive influence of teachers' inherent satisfaction and self-determination regarding their professional competence and the quality of their teaching (Zhang et al., 2022) and positive influence of student related factors such as high motivation, active engagement and academic progress (Kaya & Ergül, 2025). Along with its importance for students, Self-Determination Theory is a widely applied theory for investigating teachers' motivation as well. In order to develop their professional

knowledge it is essential that teachers are highly motivated, particularly through more autonomous forms of motivation as outlined by Self-Determination Theory (SDT).

“Flow” theory is another recognized motivation theory that forms the basis of gamification. The state of focus and engagement that one can reach when finishing a task that tests one's abilities is referred to as flow theory. According to Csikszentmihalyi (1990), flow theory posits that when an individual becomes fully immersed in an activity, negative thoughts and emotions are effectively displaced. In line with flow theory, an ideal balance exists between what a person already knows how to do and what they still need to learn (Hamari et al., 2016). In addition, while interacting with technology, designing a flow experience may be important. Similarly, a relationship between flow experiences and gamification studies could be seen. From a perspective of gamification, a well-designed game, for instance, encourages flow since it provides a demanding, goal-oriented activity as one advances toward a reachable, objective goal (Moneta & Csikszentmihalyi, 1996). For example, studies have demonstrated a correlation between enhanced levels of involvement and the incorporation of gamification components for students enrolled in distance learning programs (Buckley & Doyle, 2016; Hanus & Fox, 2015).

Investigating flow in education needs to include not only students but also teachers, when the utmost aim of the teaching process is not just giving information but inspiring educational processing (Shakki, 2022). Therefore, when we think of flow experience from an educational perspective, it can assist teachers to design environments that enhance student engagement, motivation, and learning outcomes. In order to apply Flow Theory in teaching, teachers need to design learning experiences that align with the principles of flow. Nakamura and Csikszentmihalyi (2009)'s model of flow identifies several key principles; balance of challenge and skill, clear goals, immediate feedback, deep concentration, sense of control, merging of awareness, loss of self-consciousness, distortion of time, and intrinsic motivation. Creating a lesson design with the application of these flow principles can help students become fully engaged and motivated learners. For example, with specific, clear and measurable goals, students can understand what they work and why it is important. Providing a detailed rubric for students' works, teachers can clarify their expectations from students. Therefore, students can feel less anxiety and track their progress. Besides, in order to prevent boredom or frustration of students, teachers can offer a range of activities at different levels of difficulty to ensure balance between challenge and skill. Providing immediate feedback during an activity such as group discussion or a presentation activity, teachers immediate feedback can help students to make necessary adjustments and see their progress. Flow Theory offers valuable insights into how teachers can increase student engagement and motivation and these three above mentioned examples are the conditions for entering a flow experience (Nakamura and Csikszentmihalyi, 2009).

Apart from the theories behind gamification, the Technology Acceptance Model (TAM) might be seen as a useful framework for understanding the overall aim and concept of the current research.

It was developed by Fred D. Davis in 1985 with the aim of explaining users' acceptance of technology, behavior and attitudes. According to the model, Perceived Ease of Use (PEOU) and Perceived Usefulness (PU) are two main components of the TAM model which influence attitude toward using a technology, intention to use and actual use.

Perceived usefulness is defined as “the degree to which a person believes that using a particular system would enhance his or her job performance” and Perceived ease of use, in contrast, refers to “the degree to which a person believes that using a particular system would be free of effort” (Davis, 1989, p. 320). Given that gamification tools such as Kahoot, Wordwall, Quizlet etc. are categorized as technological systems, the model is also employed to investigate teachers' attitudes, their acceptance, and the factors influencing the implementation of these tools.

Luo et al. (2021) suggested that in terms of accepting or refusing a new technology, teachers are influenced by various factors such as teacher factor, tool factor and external support. If a teacher believes that a particular gamification tool enhances the effectiveness of their teaching, increases students' engagement, and is user friendly, they will be more inclined to implement them. Besides, support from school administration and colleagues also have an important influence on why teachers may accept gamification. On the other hand, teachers may not be sure whether gamification is essential for academic goals of the students or a distraction caused by external variables such as competition and rewards. Additionally, if teachers lack enough information about educational technology, they may see gamification as an obstacle and unnecessary rather than a useful practice. Lack of support and resources also have a negative influence on teachers. Without external support, the perception of gamification as an additional burden increases, leading to resistance.

Self-Determination Theory (Deci & Ryan, 2004) and Csikszentmihalyi's (1990) flow theory are particularly relevant to this study as it helps explain why teachers may be intrinsically or extrinsically motivated to adopt gamification. Similarly, The Technology Acceptance Model (Davis, 1989) provides insight into the factors influencing teachers' willingness to integrate gamification tools. Understanding these psychological and behavioral frameworks will help interpret teachers' attitudes and behavioral intentions in Türkiye.

#### **2.4. Gamified Learning Tool Examples in EFL Teaching and Learning**

Students' interest and enthusiasm in the lesson are increased when gamification tools are implemented in EFL classrooms. In addition, the components of gamification are strongly tied to variables of internal and external motivation, both of which are critical to the study of foreign languages. They can help students to build a successful language learning process.

In language learning, there are many excellent examples of gamification. They incorporate a variety of traits while studying English as a foreign language. Kahoot, Socrative, Quizizz, Quizlet, Wordwall, Educaplay, ClassDojo, and Google classroom are some of these examples and which are also known as gamified Web 2.0 tools. It has been suggested that Web 2.0 tools are effective methods for gamifying educational activities because Web-based applications that allow teachers to create and present interactive questions related to course material to their students are known as gamified Web 2.0 tools (Öden et al., 2021).

### **Kahoot!**

Kahoot! is the most widely used gamified student response system in education (Plump & LaRosa, 2017; Wang & Tahir, 2020). It consists of questionnaires and quizzes which provide students a method for solving problems, a framework for critical thought, and an engaging learning. According to Wang et al. (2016), Kahoot! is a novel type of student response system that places a strong emphasis on gamification to motivate and engage students. Questions for the activity on Kahoot need to be prepared beforehand. In order to intensify engagement and motivation diagrams, pictures and videos may be included by the teachers. Besides, activities can be prepared as an individual or group activity. Players can use their mobile phones to access the game with a game code. Players can see the questions and options on the shared screen as well. At the end of the game, players can see their points and the top three students with the most points can be displayed on a podium which is one of the game mechanisms of Kahoot and provides a competition between students.

In the same vein as the current literature, gamification tools like Kahoot increase students' achievement, motivation and engagement through the learning process (Alharthi, 2020; Alawadhi & Abu-ayyash, 2021). In the study of Alharthi (2020), researcher's aim was to investigate how Kahoot can be used in order to improve students' achievement, motivation and engagement. A total of 36 students participated in this mixed method study. Findings of the study showed that Kahoot as a game-based learning tool has a positive effect on students' achievement, motivation and engagement during the learning process. In addition, Alawadhi and Abu-ayyash (2021) investigated undergraduate students' perception on Kahoot with an exploratory mixed methods research. Similar to Alharthi (2020), they explored that generally, students have positive perceptions on motivation and engagement during language learning regarding using kahoot. Conversely, Ebadi et al., (2021) found in their study that most of the students are unwilling to use kahoot in their class due to some problems such as internet connection and competitiveness of the games on kahoot.

**Figure 4: Kahoot**



### **Socrative**

Socrative is a web based platform which can increase digital communication between students and teachers. Teachers can prepare quizzes on Socrative and follow their students' progress as well. Socrative has some gamification mechanisms. For instance, this platform enables immediate feedback, engagement, live results and simple data analysis. Besides, for further access, there is a space race feature which is more like group based competitive activities.

According to some research, Socrative can be efficient for both assessing students' achievement and increasing students' engagement (Fitriyah, 2022; Kolisnyk et al., 2022; Vurdien, 2021). In the study, Fitriyah (2022) aimed to explore EFL students' ideas about using Socrative and their achievement after the process. According to findings of the study, Socrative is seen as a useful tool for increasing participation and assessment of the students. Furthermore, students believe that Socrative can improve their success during the process. In the same way as Fitriyah (2022), Kolisnyk et al. (2022) investigated the ESP students' attitudes towards using Socrative at National Technical University of Ukraine. Findings of the study indicated that generally, students have positive attitudes towards using Socrative in their courses thanks to its effectiveness and personalization. Similarly, in Vurdien (2021)'s study, aim was to examine how EFL students' interest emerge while learning phrasal verbs with the help of Socrative. Findings showed that students have positive opinions about learning phrasal verbs with Socrative. They believed that a competitive atmosphere aroused their interest and contributed to their learning experiences.

**Figure 5: Socrative**

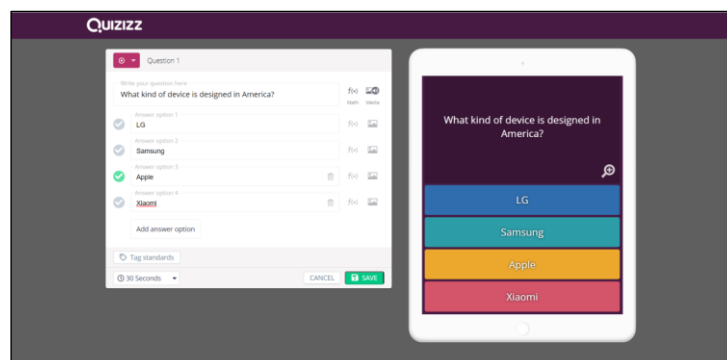


## Quizizz

Another most used gamified learning platform is Quizizz. It aims to provide an interactive, fun and engaging learning environment. Gamified assessments and lessons can be created by teachers. Furthermore, teachers can host live activities and give homework on Quizizz. According to Zhao (2019), Quizizz has some game elements such as music, avatars, memes and themes. Besides, on the leaderboard, students can see their live ranking during the Quizizz process which enables them to experience a competitive environment. Therefore, students' motivation and engagement increase.

Much of the current literature on Quizizz pays particular attention to its effectiveness (Mei et al., 2018; Hidayati, 2023; Hien, 2024). In their study, Mei et al. (2023) investigated students' interest regarding using Quizizz during Arabic classes. Findings showed that students have positive attitudes towards using Quizizz in their Arabic classes. Another study conducted by Hidayati (2023) examined how students' performance and motivation in teaching reading will increase when task-based learning is implemented using the Quizizz. According to the findings, most of the students believed that Quizizz has a positive effect on success and motivation. Similarly, Hien (2024) aimed to explore the effectiveness of using Quizizz during the revision process of tertiary level EFL students. According to this quasi-experimental quantitative study, most of the students feel more motivated and engaged in terms of learning vocabulary, grammar and general class knowledge.

**Figure 6: Quizizz**

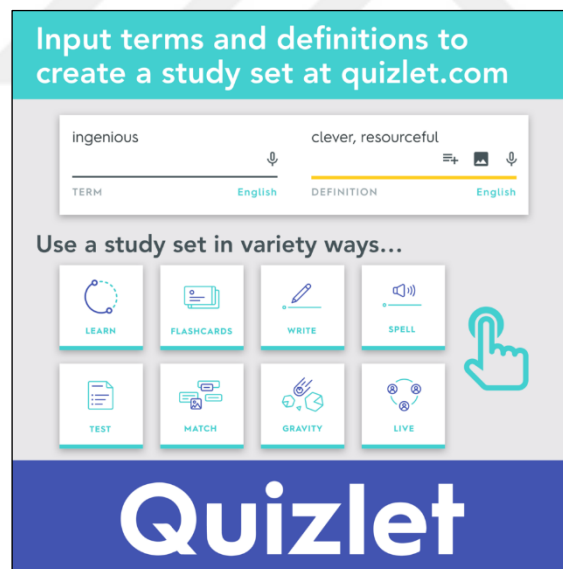


## Quizlet

With interactive flashcards and game based quizzes, Quizlet was designed to increase students' language learning success. One of the functions that Quizlet offers is that users can upload images or use prepared ones. Another effective function of Quizlet is that users can hear the pronunciation of the target words. In this way, it may help users to memorize target words easily. Besides, Quizlet offers teachers to create online classrooms in order to assign tasks and track students' progress.

Quizlet's interactive features and game-based elements make vocabulary learning drill and repetition exercises much more enjoyable, which helps to reduce student unwillingness (Anjaniputra & Salsaliba, 2018). Aprilani (2021) investigated students' perceptions of using Quizlet for learning English vocabulary in the study. An interview was conducted with 5 students in order to collect data. Findings indicated that students feel more enthusiastic while learning vocabulary with Quizlet. In addition, according to students, Quizlet is an effective platform. Similarly, Pham (2022) examined university students' perception of using Quizlet for learning vocabulary. Findings of this mix method study showed that the degree of satisfaction among students is positive.

**Figure 7: Quizlet**



## Wordwall

Wordwall is another edutainment game based learning website which helps teachers to create engaging and interactive activities for students. Word searches, quizzes, crossword puzzles, wheel, matching exercises are some of the templates of Wordwall. Teachers can use readymade templates, adapt appropriate templates for their learning outcomes or they can create a brand new activity for their students. In addition to its interactive elements, Wordwall has real-time feedback and

collaboration capabilities, which significantly improves student engagement and active learning (Hattie & Timperley, 2007).

Positive outcomes of integrating Wordwall into educational context has been indicated by some research. For example, Rodriguez-Escobar et al. (2023) examined the perception of pre-service EFL teachers in Chile regarding the usage of Wordwall for teaching vocabulary. Collected data from the interviews showed that Chilean EFL teachers see Wordwall as a useful tool in terms of teaching and learning vocabulary. Besides, according to teachers, Wordwall is a beneficial tool for providing feedback. Similarly, Jannah and Syafryadin (2022) analyzed Indonesian EFL students' perceptions of using Wordwall to learn English vocabulary. Findings of this survey research indicated that students have quite positive feelings about using Wordwall. In addition, they consider Wordwall as a motivation and engagement source. Teamwork and competitive atmosphere of Wordwall is also an important source of motivation for Indonesian EFL students.

**Figure 8: Wordwall**



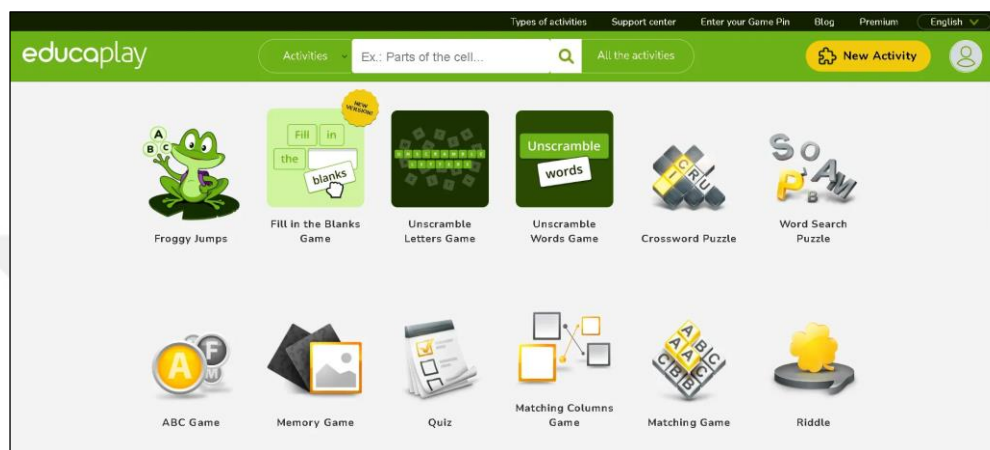
### **Educaplay**

Educaplay is a popular educational game generator thanks to its interactivity and versatility. Teachers can create 18 types of different activities such as video quiz, riddle, map quiz, unscramble word game, and matching pairs. Besides, they can create and save multimedia activities. Furthermore, they can share activities on Microsoft Teams and Google Classroom with their colleagues or students. Activities on eduplay have some game elements such as leaderboards, scoring system and hints for students. Therefore, it may be seen as a beneficial tool for motivating and engaging students during the learning process.

In the study of Spataro (2022) a small-scale action research project on digital tools and games in online classes were investigated, along with the results and lessons learned in an EFL course at a training college in Argentina. Findings showed that most of the students preferred eduplay among other digital tools because they believed that eduplay offers them vocabulary learning, revision, competition, interaction and fun during language learning.

Castillo Cuesta and Cabrera Solano (2022) aimed to examine gamification strategies of pre-service teachers in order to improve English writing skills. For this mixed method study games created on educaplay were used. Findings of the collected data indicated that educaplay is an effective tool developing grammatical knowledge, ability to organize ideas and a source of motivation for pre-service teachers' English writing abilities.

**Figure 9: Educaplay**



## ClassDojo

ClassDojo is a digital portfolio which enables students to share their written tasks and assignments. Besides, it provides teachers to see their students' process and give instant feedback. Therefore, students can see their own progress and make necessary arrangements of their written works. In ClassDojo, each student has their own avatar which is a ClassDojo Monster. During the progress, students' ClassDojo Monsters get points. This game element creates a competitive game based environment for students and motivates them.

Most of the current literature tends to focus on students' perspectives regarding the use of ClassDojo (Alkan, 2022; Pratista, 2023; Lam, 2024). In her master thesis, Alkan (2022) investigated middle school students' opinions on ClassDojo and the effect of this platform during distance language learning. Findings indicated that ClassDojo has positive effects on EFL students. In the study, the experiment group had higher grades than the control group in terms of their writing assignments grades. Additionally, according to the semi-structured interviews students have positive opinions about ClassDojo. In the same vein as Alkan (2022), Pratista (2023) aimed to see students' views about class dojo during teaching and learning process. Findings showed that game elements in ClassDojo like points and avatars are the main motivation source for EFL learners. Using ClassDojo for teaching and learning English in Indonesia improves students' motivation and engagement. In addition to aforementioned research, Lam (2024) examined the perception of ESL students about the

ClassDojo's usefulness and their enjoyment of using ClassDojo. Findings of the study showed that students have positive perceptions on not only the usefulness of the platform but also the enjoyment of students in language learning with ClassDojo.

**Figure 10: ClassDojo**



### **Google Classroom**

Google classroom (GC) which is a free web based platform provides blended learning. On GC, information can be shared by students and teachers at the same time. Teachers can share not only in class activities but also out of class activities on GC which help students to increase their own interaction, engagement and accessibility for activities (Sukmawati & Nensia, 2019). Thanks to its many features, GC may be a useful technology for the process of teaching and learning. Under the name of classwork features, teachers can design some activities which can facilitate gamification. Assignments, quizzes, questions, topics, materials, reuse posts, and grading are the main components of classwork which can be used for gamification by teachers. For example, assignment features can be used for awarding students with digital badges after completing a given task and getting a high score. Furthermore, teachers can use leaderboards by planning updates regularly for showing top performances which can create a friendly competition and foster motivation.

The study of Jitlada (2021) investigated Thai EFL students' attitudes towards the use of GC. Firstly, students participated in online learning on GC. Then, a questionnaire and semi-structured interview were conducted. Findings of the study indicated that students have positive attitudes towards GC in terms of its usefulness, ease of use and students intention to use it. According to students' perceptions, GC is a useful platform for their assignments and class announcements. Similar to the aforementioned study, Nurbuat et al. (2022) examined the Indonesian EFL students' perceptions of using GC in language learning. Findings of the study revealed that GC is considered as a user friendly and entertaining platform. According to students, it also offers social interaction between students and teachers.

**Figure 11: Google Classroom**



## **2.5. Gamification Studies on EFL Learning**

Gamification has gained popularity in recent years as a potent tool for transforming the EFL classroom into an enjoyable and engaging learning environment. Considering that language learning may be already a troublesome process for students, gamification applications can increase students' motivation and interest and keep them dynamic in the process. According to Lee and Hammer (2011) it facilitates language learning. Because they can practice critical thinking for several hours in game-based environments, students can potentially enhance their critical thinking skills as well (Gee, 2003). In this vein, gamification could encourage active learning and offer insightful language use context. According to earlier research, gamification can help to increase learner autonomy and foster communication and teamwork among students, which can result in an EFL teaching strategy that is more learner-centered (Adams & Du Preez 2022). Learners can practice using the language outside of the classroom with gamified activities, which can be entertaining and engaging (Mee Mee et al., 2020). In addition to making them more enthusiastic and excited for extracurricular activities, this can help students embrace the language learning process.

Several studies have been carried out in this regard, particularly within the context of language acquisition and pedagogy, to advance educational objectives (Liu et al., 2024; Temel & Cesur, 2024; Yu, 2023; Kazazoğlu, 2023; Baytekin & Avara, 2023).

Liu et al. (2024) conducted an explanatory mixed-methods study to investigate the effects of digital gamified language learning on EFL learners' language success, ideal second language self (L2) and foreign language enjoyment (FLE) by using a mobile app. A total of 36 EFL students, later divided into two groups (digital and non-digital classes), participated in the study. One of the groups had the digital gamified activities and received feedback from their peers and teachers. On the other hand, other group had the activities in printed format and received peer and teacher feedback as well. Results of the study revealed that both of the groups improved their language learning success, however, the students in the digital class performed better than their non-digital counterparts across

all measures. Besides, digital students had positive opinions and attitudes towards digital language learning.

In another study, Temel and Cesur (2024) observed the effects of gamification on EFL students' motivation and achievement level via experimental and control groups with web 2.0 tools such as Kahoot!, Socrative, Quizizz, and Mentimeter in an online learning context. The participants of the study were 60 freshman students from a state university in Türkiye. The findings of this mixed method study indicated that students in online learning with gamified web 2.0 tools were more motivated and they had more course interest level than the control group. Moreover, the experimental group had a higher achievement level compared to the control group.

In Yu (2023)' study, a quasi-experimental mixed design was adopted in order to investigate participants' learning outcomes, motivation, and satisfaction in gamified English vocabulary learning through Kingsoft Powerword app. A total of 71 Chinese university students participated in the study as Cohort A and Cohort B. Students in Cohort A learned English vocabulary through gamified activities whereas cohort B students had non- gamified vocabulary learning design. After the learning process which lasted for one semester, pre and post tests were conducted with participants to see their achievement. For the second phase of the study, pre and post questionnaires were conducted to see participants' motivation and satisfaction level and lastly, participants received interviews. Overall findings of the study showed that Cohort A students' learning outcomes, motivation and satisfactions are significantly higher than Cohort B students'.

Kazazoğlu (2023) conducted a study named "Comparative Analysis of Gamification and Storytelling Strategies in EFL Vocabulary Acquisition ". The purpose of the study was to analyze the effect of gamification and storytelling on young learners' vocabulary retention. The participants of the study consisted of 40 young EFL learners, divided into two groups later. In order to investigate vocabulary knowledge of the learners, vocabulary exams with 12 target vocabulary were conducted. Before the examination process, one of the groups had 25 animal stories and the other group had online game exercises to retain target vocabularies. Findings of the study revealed that both groups had progress throughout the time of the vocabulary retention. However, statistics showed that the gamification group outperformed the storytelling group in terms of recognizing vocabularies.

Baytekin and Avara (2023) investigated the perception of 977 high school EFL learners across the Türkiye regarding the impact of gamification on language acquisition with a survey model quantitative research approach. Participants were selected as students who have gamification experience. According to the findings of the study, most of the students showed highly positive perceptions on gamification in terms of feeling motivated, valuable, related and successful. Besides, it was revealed that gamification design helped the progress of EFL learners' language skills.

In conclusion, the integration of gamification into English as a Foreign Language (EFL) instruction has demonstrated significant potential in enhancing student engagement, motivation, and language acquisition. The success of gamification in EFL contexts is contingent upon thoughtful design and alignment with pedagogical goals, as well as the individual needs and preferences of learners. While promising, further research is necessary to explore the long-term effects of gamification, its impact on diverse learner populations, and best practices for its integration into EFL curricula.

## **2.6. Previous Studies on Gamification from EFL Teachers' Perspectives**

In recent times, web based gamification applications such as Kahoot, Wordwall, Quizlet have gained significant popularity in EFL, aiming to improve learners' motivation, engagement, and enjoyment. However, integration of gamification for instructional purposes depends significantly on key factors, especially how teachers' perspectives shape their approaches to incorporating gamification into their classrooms.

While studies (Spathopoulou & Pitychoutis 2024; Yılmaz 2022; Asiri 2019) indicate that teachers recognize gamification's benefits, they also report barriers such as classroom management (Demirbilek, 2022), time constraints (Akbrıyık, 2023), and concerns about limited time (Titania, 2024). In addition, there are various factors that affect English teachers' attitudes towards using gamification in their lessons. These factors can determine how teachers perceive gamification, their willingness to use these methods in their lessons and their effectiveness. Successful implementation of gamification can increase students' motivation to learn, but teachers' approach to this method depends on a wide range of factors. These factors affecting English teachers' attitudes towards using gamification range from teachers' individual characteristics to the general educational policy of the school. For gamification to be implemented effectively, factors such as teachers' technological aptitude, pedagogical approaches, sensitivity to student needs, and school support are critical. Understanding and taking these factors into account facilitates the successful integration of gamification strategies and their contribution to students' learning.

In their study, Spathopoulou and Pitychoutis (2024) aimed to explore Greek EFL teachers' attitudes, intention and perceived usefulness of using gamification in their teaching practice. They also wanted to define some factors affecting adoption and implementation of gamification into the English curriculum in Greece. A total of 70 EFL teachers from five language schools constituted the participants of the study and data collection process was conducted through a questionnaire adapted from TAM (Technology Acceptance Model). Results indicated that gamification has a positive effect on students' achievement and engagement whereas there are several factors that can influence its effectiveness such as teachers' age, experience, and attitudes towards technology and control.

Titania (2024) conducted a qualitative study in order to see Indonesian EFL teachers' perspectives, strategies and challenges regarding integration of gamification. Data were collected through focused group discussions and self-written reflection from 5 EFL teachers to analyze thematically later. According to findings, EFL teachers see gamification as a tool that converts learning into engaging games. Prominent themes emerged from the study such as the design of activities grounded in learning outcomes, consideration of student preferences, and the incorporation of diverse game elements such as quizzes and collaborative tasks. While there are some potential advantages of gamification, the study also highlights several challenges encountered by EFL teachers. These challenges included limited familiarity with gamification tools, insufficient access to technological resources, and time limitations for effectively integrating gamified activities into the curriculum.

The purpose in the masters' theses of Akbıyık (2023) was to investigate tertiary level EFL instructors' perception and factors affecting their behavioral intention to use gamification in an English preparatory program in Istanbul. A total of 75 instructors participated in this mixed method study. Results of the study showed that EFL instructors had high level behavioral intentions regarding the use of gamification. Also, factors such as attitude and perceived self-efficacy had a positive correlation with behavioral intention of instructors. However, only the relationship between attitude and intention is significant. Despite instructors' positive perceptions of gamification tools, they have also mentioned some challenges such as internet connection and limited time.

In a similar vein to the aforementioned study, Demirbilek et al. (2022) explored English as a Foreign Language (EFL) teachers' perspectives on the use of gamification, as well as the key factors and challenges associated with its implementation, through a qualitative approach. The study involved 16 EFL teachers from Ukraine and Türkiye, and data were collected via structured interviews. The data were subsequently analyzed using content analysis. The findings indicated that teachers generally held favorable views toward gamification, recognizing its value for instructional purposes. They believed that gamification facilitates language learning, enhances student motivation, and promotes active participation. However, the study also identified several challenges that could hinder effective implementation, including the creation of a highly competitive environment, excessive noise, and the extension of game time. Furthermore, technological difficulties were highlighted as significant barriers encountered by EFL teachers during the application of gamification.

In her masters' thesis, Yılmaz (2022) conducted a descriptive and quantitative study in order to investigate Turkish EFL teachers' ideas on digital gamification. In the study, data was collected through a questionnaire designated by researcher with 104 primary school teachers. In addition, Yılmaz (2022) examined the influence of variables such as teaching experience, gender, and school type and education level on teachers' ideas. According to the results, EFL teachers had quite good

perceptions on digital gamification regarding students' increased motivation and participation. While there was a significant difference between teachers' perceptions and variables such as gender and education level, teaching experiences and school types of teachers did not differentiate in terms of teachers' perceptions.

Another quantitative study was conducted by Asiri (2019) with the aim of identifying and making empirical examinations of the factors influencing EFL teachers' behavioral intentions to use gamification applications in their instructional practices. This descriptive and correlational research design based on a sample of 157 female EFL teachers from Saudi. A questionnaire was used to gather the data, and the findings showed that Saudi EFL teachers were aware of the benefits of gamified applications. Therefore, a positive attitude was displayed by teachers and their behavioral intentions to use gamification are significantly predicted by attitude, perceived usefulness, and perceived social influence.

All in all, research has shown that gamification offers significant advantages such as increasing students' motivation, strengthening their interest in learning and encouraging classroom interaction. However, it has been observed that although teachers' attitudes towards gamification in Türkiye are generally positive, barriers such as difficulties in implementation and limited resources are also effective. In this context, it can be concluded that English teachers need more professional development opportunities on the use of educational technology and gamification in order to use gamification more effectively.

Although numerous studies have examined gamification impact on students' motivation and success (Liu et al., 2024; Temel & Cesur, 2024; Yu, 2023; Kazazoğlu, 2023; Baytekin & Avara, 2023) research on EFL teachers' perspectives remains limited. Additionally, most existing studies focus on Western educational systems, with little attention to how gamification is perceived by teachers in Türkiye. This study addresses these gaps by investigating EFL teachers' attitudes, readiness, and barriers to gamification adoption in a Turkish context.

## **CHAPTER THREE**

### **3. METHODOLOGY**

#### **3.1. Research Design**

With the aim of investigating EFL teachers' attitudes towards using gamification, a mixed method is considered to be an appropriate research design for the current study. Mixed method research has the potential to provide a more thorough understanding of the phenomenon being studied by gathering and combining quantitative and qualitative data into a single project (Leavy, 2017). Given the importance of obtaining detailed data for the study, a qualitative–quantitative combinations was selected as the most appropriate method “to achieve an elaborate and comprehensive understanding of a complex matter, looking at it from different angles (Dörnyei, 2007, p. 164).” Furthermore, Johnson et al. (2007) suggest a composite definition:

Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the purposes of breadth and depth of understanding and corroboration. (p. 123)

The definition provided by the authors viewed mixed methods not merely as a set of techniques but as a broader methodology that encompassed a range of perspectives and conclusions, incorporating both qualitative and quantitative research. When investigating the application of gamification in EFL instruction, quantitative research methods offer a systematic means of resources because these methods offer a methodical way to collect and evaluate numerical data, enabling researchers to look into the effects and efficacy of gamification in EFL classes (Yavuz et al., 2020). Besides, qualitative research may be seen as a useful method as well because it may help to comprehend deeper understanding of numerical data enabled from quantitative data. In the view of Heigham and Croker (2009), “qualitative research is a very useful research methodology because it is exploratory – its purpose is to discover new ideas and insights, or even generate new theories (p.9).”

In the current study, both qualitative and quantitative data are analyzed independently, and the conclusions drawn from the quantitative data are used to explain and interpret the qualitative data.

### **3.2. Participants and Setting**

English as a Foreign Language (EFL) teachers in Türkiye were invited to participate in the study. A convenience sampling method was employed to recruit volunteer participants, as it allows researchers to access participants who are readily available and accessible (Dörnyei, 2007). Due to its practicality and ease of application, convenience sampling is widely used in educational research, enabling researchers to reach potential participants quickly in specific contexts (Etikan et al., 2016). The sampling process was not limited to a specific institution or geographic location; therefore, no particular school or organization was targeted during data collection. Participants were reached through various social media platforms, such as WhatsApp and Instagram, whenever they were available.

In the first phase of the study, 112 EFL teachers from different regions of Türkiye completed the questionnaire via Google Forms. In the second phase, participants who indicated willingness to join semi-structured interviews were contacted. From this pool, 10 teachers were randomly selected to participate in interviews, providing richer and more in-depth qualitative data.

### **3.3. Data Collection Instruments**

In the current study, a questionnaire was designed with the aim of investigating EFL teachers' attitudes towards and behavioral intentions regarding the use of gamification in their teaching practices in Türkiye. Administering a questionnaire in the initial stage of the data collection process is the most convenient way of collecting data because "...they are easy to construct, extremely versatile, and uniquely capable of gathering a large amount of information quickly in a form that is readily processable" (Dörnyei & Taguchi, 2010, p.13).

During the design of the proposed questionnaire, the findings from the literature review, the opinions of the researcher, supervisor, different experts who are the faculty member from the Department of Western Languages and Literatures, Karadeniz Technical University, English language teachers working in different regions of Türkiye, and evaluations and revisions of the students continuing their master's studies in the same field were used. The questionnaire was designed on Google Forms and shared with participants on social media. Participants were asked to rate their responses on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5).

The questionnaire was structured into six sections. The first section (A) gathered demographic information, including participants' age, gender, years of teaching experience, education level, current employment status, and academic major. The second section (B) focused on assessing participants' attitudes towards and behavioral intentions regarding the use of gamification in their teaching practices on a Likert scale. The third section (C) examined the frequency of participants'

gamification implementation. The fourth section (D) identified the specific types of gamification employed, while the fifth section (E) explored the objectives for which gamification was utilized. Finally, the sixth section (F) investigated the game elements that participants found most beneficial for teaching English. An overview of the questionnaire's structure is presented in Table 1 below.

**Table 1: Overview of the Questionnaire's Structure**

| Section                                                    | Content                                                                                                       | Details / Subcategories                                                                                   | Number of Items |
|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------|
| A. Demographic information                                 | Collects background information about participants                                                            | age, gender, years of teaching experience, education level, current employment status, and academic major | Q1,2,3,4,5,6    |
| B. Attitudes and behavioral intentions to use gamification | Measures participants' attitudes, readiness, intentions, barriers, and social factors related to gamification | attitudes                                                                                                 | Q1-10           |
|                                                            |                                                                                                               | readiness                                                                                                 | Q11-16          |
|                                                            |                                                                                                               | behavioral intentions                                                                                     | Q17-23          |
|                                                            |                                                                                                               | barriers                                                                                                  | Q24-29          |
|                                                            |                                                                                                               | social influence                                                                                          | Q30-34          |
| C. Frequency of gamification implementation                | Assesses how often gamification is integrated into teaching                                                   | Likert-scale items on frequency levels                                                                    |                 |
| D. Specific types of gamification employed                 | Identifies the gamification tools and strategies used by participants                                         | Examples: points, badges, leaderboards, storytelling, etc.                                                |                 |
| E. Objectives for gamification use                         | Determines the teaching goals for which gamification is applied                                               | Examples: increasing engagement, improving motivation, facilitating vocabulary learning                   |                 |
| F. Most beneficial game elements                           | Explores which game elements are perceived as most effective for teaching English                             | Participants select elements they find most useful                                                        |                 |

In addition, for the second stage of the data collection, semi-structured interview questions were created. When the researcher wants to gain a deeper understanding of each participant's distinct viewpoint rather than a broad understanding of a phenomenon, semi-structured interviews are the recommended method of gathering data (McGrath et al., 2019). This method can be seen as an effective method to provide reliable, comparable qualitative data with different participants. In order to get detailed information, 10 questions were asked during the interviews. Similar to the questionnaire, interview questions were constructed according to the opinions of the researcher, supervisor, who made the final decisions in terms of the content of the interview questions, and English language teachers, who shared their practical ideas through the questionnaire and brief discussions with researcher.

### 3.3.1. Development of Instruments

In developing the questionnaire, researcher began by reviewing theoretical frameworks relevant to the research topic and formulating the research questions. The literature review was then expanded in line with these questions, with particular attention to surveys and studies designed within the scope of gamification and technology usage in EFL classrooms. Besides, the subcategories in Section B of the questionnaire were determined based on the research questions and insights gained from the literature; especially TAM framework focused. Throughout this process, researcher also engaged in discussions with English language teachers about their gamification usage in their class, challenges they face, their ideas on the gamification and technology usage in language teaching by incorporating their practical perspectives alongside information gathered from various studies. Using these inputs, researcher compiled an initial pool of questions. Since the study was to be conducted within the context of Türkiye, certain items were adapted to reflect local conditions.

While sections A, C, D, E, and F were developed by the researcher, drawing on the research questions, literature, and interviews with EFL teachers, 34 items in Section B were created by reviewing TAM-based studies and generating an item pool categorized into subgroups. These items were then refined and organized to align with the study's objectives and finalized following expert evaluation. Table 2 shows the overview of the developing procedure of questionnaire

**Table 2: Overview of the Developing Procedure of Questionnaire**

| Stage                               | Description                                                                                        | Outcome                                                                                              |
|-------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| 1. Review of theoretical frameworks | Relevant frameworks in the field were examined, and research questions were formulated.            | Defined scope and objectives of the questionnaire                                                    |
| 2. In-depth literature review       | Studies and questionnaires developed based on the Technology Acceptance Model (TAM) were reviewed. | Identified potential constructs and item formats (Asiri, 2019; Turan et al. 2022)                    |
| 3. Determination of subcategories   | Section B subcategories were established based on research questions and literature findings.      | Five subcategories defined (attitudes, readiness, behavioral intentions, barriers, social influence) |
| 4. Consultation with practitioners  | Discussions were conducted with English language teachers to obtain practical insights.            | Refinement of item content and contextual relevance                                                  |
| 5. Item pool generation             | Items were drafted using insights from literature and teacher feedback.                            | Comprehensive initial item pool created                                                              |
| 6. Contextual Adaptation            | Certain items were modified to align with the context of Türkiye.                                  | Locally relevant and culturally appropriate items (Section B-Q9,24,25,26,27,28)                      |
| 7. Expert Opinion                   | Experts in the field evaluated the questionnaire for clarity and content validity.                 | Finalized questionnaire ready for data collection                                                    |

Semi-structured interview questions were prepared for the second phase of the study. In developing these questions, the researcher drew on insights from the Research Question 4 and Research Question 4.1. , literature review, discussions with practitioners, and the data obtained from the questionnaire in the first phase. Ten questions were formulated, focusing on the subcategories in Section B of the questionnaire. Based on the responses of Turkish EFL teachers, the interview questions were designed to explore their use of gamification, their attitudes toward it, their readiness, challenges they face and behavioral intentions regarding its implementation in greater depth. Interviews were conducted in Turkish so that teachers could express themselves more comfortably. An overview of the semi-structured interview questions content is presented in Table 3 below.

**Table 3: Content of Semi Structured Interview Questions**

| Questions | Content                                                                                                                  |
|-----------|--------------------------------------------------------------------------------------------------------------------------|
| Q1        | The role of gamification applications in English language teaching                                                       |
| Q2        | The effect of gamification on students' motivation to learn English                                                      |
| Q3        | Barriers faced during implementation process                                                                             |
| Q4        | Potential advantages and disadvantages of using gamification                                                             |
| Q5        | Teachers' readiness to use gamification tools                                                                            |
| Q6        | Positive and negative feedback from students regarding gamification tools                                                |
| Q7        | Reactions from colleagues or school administration                                                                       |
| Q8        | The impact of potential disadvantages on the teaching decision                                                           |
| Q9        | Internal or external factors such as time, resources, and technological limitations that prevent the use of gamification |
| Q10       | Teachers' intentions to use gamification in the future                                                                   |

### 3.3.2. Piloting

In order to reveal flaws in and to ensure the comprehensibility, appropriateness, and reliability of both the questionnaire and the semi-structured interview questions piloting was carried out. Since the questionnaire and the interview questions are created by the researcher, it is very important to consult expert opinion for obtaining clear and valid results.

At the initial stage of the piloting process, the draft version of the questionnaire was administered to ten EFL teachers who represented the characteristics of the target population. This step aimed to determine whether the questions were clear and appropriate, as well as to measure the response time. Based on the teachers' feedback, certain questions were simplified, and key points were emphasized for better understanding. For instance, key words in sentences that repeat each other but have different emphases were highlighted.

In the second stage, the researcher prepared a revised draft of the questionnaire and sought expert feedback from a faculty member in the Department of Western Languages and Literature at

Karadeniz Technical University. Following the expert's suggestions, necessary revisions were made to ensure the items were clearer and more comprehensible. For instance, repetitive items were reviewed, and those considered unnecessary were removed.

Afterwards, another expert in the same field was consulted, and relevant studies were reviewed to incorporate suggestions that could enrich the content of the questionnaire. Based on the expert's suggestions, it was decided to include the *Social Influence* sub-category in Section B of the questionnaire.

In the final stage, the questionnaire items were refined and finalized based on additional feedback from English teachers and graduate students in related fields. This process ensured that the final version of the questionnaire was both accurate and suitable for the study's objectives.

In addition to the questionnaire items, piloting of the interview questions was undertaken with the help of an expert opinion and a MA student in the same department who is an English teacher as well. Participants provided feedback on the clarity and appropriateness of each question. Based on the data obtained, necessary adjustments were made; questions that were difficult to understand or repetitive were revised, and questions were adapted to suit the research objectives and the Turkish context. Therefore, researcher could check if questions were appropriate and clear for the study and the participants.

### **3.4. Data Collection Procedure**

The questionnaire was created using Google Forms, and its link was distributed via social media platforms such as WhatsApp and Instagram. Initially, the researcher shared the questionnaire on her own social media accounts, providing an explanation of the study and inviting voluntary participation. She also encouraged respondents to share the link on their own platforms to reach a wider participation. The online data collection process was carried out between November 2024 and April 2025. Before beginning the data collection procedure, approval was obtained from the Ethics Committee of the Institute of Social Sciences at Karadeniz Technical University.

For the interview stage, participants who were willing to take part provided their email addresses at the end of the questionnaire. Ten EFL teachers, out of a total of 36 respondents, were contacted through social media. Interviews were scheduled according to participants' availability. With their consent, voice recordings of the interviews were taken and securely downloaded. The interview process was completed within ten days, after which all responses were transcribed in English and prepared for analysis.

### 3.5. Reliability and Validity

Reliability and validity are concerning issues in conducting rigorous research. In the current study, validity was ensured through construct, content, and face validity. In this section, the procedures followed to ensure the validity and reliability of the research are explained.

In the beginning of the process, with an aim of ensuring construct validity of the questionnaire items, the concept and sub-dimensions to be measured were identified by reviewing the literature. A pool of questions was created using items considered appropriate for the sub-dimensions, drawing on both literature and expert opinion. Lastly, the questionnaire items have been examined and adapted to the sub-dimensions in accordance with the study to be conducted. Moreover, to ensure content validity, the questionnaire items (in section B) were adapted from previous gamification-related studies grounded in the Technology Acceptance Model (TAM). A small group of EFL teachers reviewed questionnaire items to check clarity and relevance for ensuring face validity as well. In order to prove the reliability of the current research, reliability analysis were conducted on SPSS for the whole questionnaire and the each sub-dimension separately in the section B.

Table 4 demonstrated the Cronbach's alpha reliability coefficients of the Likert part of the questionnaire and each sub-dimension separately. According to the table, the overall value of the questionnaire is ,876 indicating a high level of reliability. Behavioral intention dimension has also a high level of reliability with ,866 Cronbach's alpha. In addition, social influence ( $\alpha=,791$ ), attitude ( $\alpha=,768$ ), readiness ( $\alpha=,736$ ) and barriers ( $\alpha=,721$ ) dimensions have good levels of reliability.

**Table 4: Cronbach's Alpha Reliability Coefficients of the Likert Part of the Questionnaire and Each Sub-Dimensions**

|                      | <b>Cronbach's Alpha</b> | <b>N of Items</b> |
|----------------------|-------------------------|-------------------|
| Attitude             | ,768                    | 10                |
| Readiness            | ,736                    | 6                 |
| Behavioral Intention | ,866                    | 7                 |
| Barriers             | ,721                    | 6                 |
| Social Influence     | ,791                    | 5                 |
| Total                | ,876                    | 34                |

On the other hand, for qualitative research, validity has a more focus than reliability. According to Creswell and Miller (2000), validity for a qualitative research comes from participants, reviewers and researchers' standards. For the current study, in order to provide content validity, the interview questions were formulated in accordance with the research questions. They were submitted to experts for discussion regarding their applicability and comprehensiveness. The questions were revised based on the feedback received. Besides two potential participants and expert opinions were used to

test the suitability and comprehensibility of the interview questions for the target participants for ensuring the face validity. Based on the suggestions received, revisions have been made to improve language and clarity of expression.

While researchers in a qualitative study cannot completely capture an exact “truth” or “reality,” there are some different strategies available to increase the credibility of their findings. Triangulation and reflexivity are strategies used in the current research for promoting reliability and validity.

### **3.5.1. Triangulation**

Triangulation is one of the strategies to enhance validity of a study. Denzin (2017) offers the best known discussions of triangulation which indicates four types: the use of multiple methods, multiple sources of data, multiple investigators, or multiple theories to confirm emerging findings. This approach, which is frequently used in mixed methods research, ensures that results are based on more solid foundations by leveraging the overlap of information obtained from different sources. Therefore, in the current study methodological triangulation was used by combining quantitative data obtained from questionnaires with qualitative data obtained from semi-structured interviews. This allowed for the validity of the research results to be increased by comparing findings obtained from different data sources.

### **3.5.2. Reflexivity (Researcher’s Position)**

Reflexivity is the practice in which researchers need to intensely analyze and transparently disclose their own positionality during the research process, aiming to comprehend how their presence, perspectives, and potential biases may shape or influence the study (Cohen et al., 2018). It is an ongoing process which is an important priority for researchers in terms of identifying and articulating their positionality. By expressing their reflexivity, researchers need to state self-awareness and critical reflection about their own beliefs and positions considering how all of these factors may influence research design, integration and interpretation of findings (Greenbank, 2003).

As a researcher teacher, I acknowledge that my identity may have shaped my approach in terms of data collection and interpretation. For instance, my personal experience as a teacher may have helped me to highlight with some participants more than others, potentially influencing the way I interpreted their responses. Given my background in English Language Teaching (ELT), I initially entered the study with a strong belief in the importance of using gamification tools in English language teaching. This presumption may have affected the questions I asked during semi structured interviews and the way I commented on participants' responses. With an aim to minimize bias, I have tried to make a conscious effort to remain open to different perspectives and encourage participants to share their views without hesitation. During the interviews, I realized that my friendship with some

participants might have led them to share certain experiences or opinions more freely than others because we shared similar academic background mostly in terms of our college coursework. To provide consistency in how data was interpreted, I sometimes engaged in peer debriefing with colleagues from my master's class to reflect on my analysis and minimize personal biases influencing the themes I identified. To deal with potential biases, I sometimes engaged in discussions with my advisor and one of my colleagues from the same department in Karadeniz Technical University to make sure that my interpretations remained consistent with the data, and I also incorporated member checking to affirm the accuracy of my findings with participants.

Eventually, exact objectivity is difficult in qualitative research but using reflexivity as a strategy helped me to ensure transparency in my research and a correct representation of my participants' perspectives.

### **3.6. Data Analysis**

In the current study, a questionnaire was employed as a research tool in order to collect quantitative data for investigating EFL teachers' attitudes towards and behavioral intentions regarding the use of gamification. The answers in this questionnaire as collected data were analyzed via The Statistical Package for Social Sciences (SPSS) 27. Frequency, means and standard deviations were utilized as descriptive statistics to see the general framework of the collected data.

For the qualitative analysis, thematic analysis was conducted in order to analyze an open ended question at the end of the questionnaire and responses of participants on semi structured interview. Thematic analysis is essentially the process of examining data by identifying patterns, connections, and distinctions within the dataset. Thematic analysis focuses on meaning within a data set, enabling researchers to see and interpret collective or shared meanings and experiences (Braun & Clarke, 2006). Braun and Clarke (2006) proposed a six-step model for thematic analysis. According to this model, the stages of data recognition (1), initial coding (2), theme searching (3), potential theme review (4), theme identification and naming (5), and reporting (6) will be particularly useful in guiding researchers who are inexperienced in qualitative data analysis. While content analysis is simpler, thematic analysis allows for interpretation at a more in-depth level of abstraction (Toker, 2022). Therefore, for the current study, Braun and Clarke (2006)' six-step model thematic analysis was conducted in order to enrich the presentation of findings.

## CHAPTER FOUR

### 4. FINDINGS

#### 4.1. Analysis of the Quantitative Data

This chapter presents the findings obtained from the questionnaire data. Each section of the questionnaire is reported in turn. The data were collected via Google Forms to explore EFL teachers' attitudes and intentions regarding the use of gamification. The chapter first presents with the demographic information of the participants. Subsequently, the frequency of gamification tool usage, teachers' perspectives on types of gamification, purposes for implementing gamification, and preferred game elements are discussed to provide insights into the role of gamification in EFL teaching practices. In the final section, teachers' attitudes, intentions, readiness, perceived barriers, and the role of social influence are analyzed in relation to the research questions. Additionally, at the outset, the internal consistency reliability of the Likert-scale items is assessed using the Cronbach's Alpha coefficient.

Table 5 shows that the overall Cronbach's Alpha value is 0.876, indicating a high level of reliability and validity of the questionnaire as a whole.

**Table 5: Cronbach Alpha Value of the Questionnaire**

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|----------------------------------------------|------------|
| ,876             | ,894                                         | 34         |

##### 4.1.1. Demographic Data

The study was carried out with 112 Turkish EFL teachers. Table 2 shows the all demographic data of participants. As seen in table nearly half of the participants' age range 24 to 31 (44.6%) and 36.6% of the participants' age range 31 to 40. Additionally, most of the participants are female (78.6%) and they are beginning teachers (40.2%). Table also shows that more than half of the participants just have bachelor degree (70.5%) however there are some participants who completed their master degree (26,8%). In addition, table also gives teachers' distributions of current employment and teachers' majors. Most of the teachers (73.2%) work in public schools in different parts of Türkiye and they graduated from ELT (English Language Teaching).

**Table 6: Demographic Data of the Participants**

|                                       | <b>N</b> | <b>%</b> |
|---------------------------------------|----------|----------|
| <b>Age</b>                            |          |          |
| 24-30                                 | 50       | 44.6     |
| 31-40                                 | 41       | 36.6     |
| 41-50                                 | 19       | 17       |
| 51-60                                 | 1        | .9       |
| Missing                               | 1        | .9       |
| <b>Gender</b>                         |          |          |
| Female                                | 88       | 78.      |
| Male                                  | 22       | 19.6     |
| Prefer not to say                     | 2        | 1.8      |
| <b>Years of teaching experiences</b>  |          |          |
| 0-5                                   | 45       | 40.2     |
| 15+                                   | 26       | 23.2     |
| 6-10                                  | 21       | 18.8     |
| 11-15                                 | 20       | 17.9     |
| <b>Level of education</b>             |          |          |
| Bachelor's Degree                     | 79       | 70.5     |
| Master's Degree                       | 30       | 26.8     |
| Doctoral Degree                       | 3        | 2.7      |
| <b>School (current employment)</b>    |          |          |
| Public                                | 82       | 73.2     |
| Private                               | 25       | 22.3     |
| Foreign Language Institute            | 5        | 4.5      |
| <b>Major</b>                          |          |          |
| ELT (English Language Teaching)       | 82       | 73.2     |
| ELL (English Language and Literature) | 26       | 23.2     |
| others                                | 4        | 3.6      |
| <b>Total</b>                          | 112      | 100      |

#### **4.1.2. Descriptive Statistics of Participants**

In an effort to explore the role of gamification in the teaching practices of Turkish EFL teachers, this section aims to provide insights by presenting data on the frequency of gamification tool usage, teachers' views on different types of gamification, the purposes for which gamification is employed, and the most favored game elements.

Table 7 illustrates the frequency with which gamification tools are integrated into EFL teachers' instructional processes. As shown in the table, nearly half of the respondents (49.1%) reported using gamification tools "sometimes" in their teaching. Additionally, 29.5% of the teachers indicated that they "often" incorporate gamification. These figures suggest that gamification is a commonly adopted strategy among Turkish EFL teachers. However, the data also reveal that a

smaller percentage of teachers use gamification either very frequently or not at all; only 7.1% reported “always” using such tools, while 1.8% stated they “never” use them.

**Table 7: Frequency of Gamification Used**

|           | N  | %    |
|-----------|----|------|
| Never     | 2  | 1.8  |
| Rarely    | 14 | 12.5 |
| Sometimes | 55 | 49.1 |
| Often     | 33 | 29.5 |
| Always    | 8  | 7.1  |

Figure 12 presents the level of familiarity Turkish EFL teachers have with various gamification tools. The results indicate that Wordwall (79.5%) and Kahoot (70.5%) are the most familiar tools among the participants. Additionally, Quizzes (58.9%) and Quizlet (56.3%) are recognized by more than half of the respondents. Other tools such as Google Classroom (33%) and ClassDojo (30.4%) also show moderate levels of familiarity.

Conversely, some tools appear to be less well-known. For instance, only 14.3% of teachers reported familiarity with Educaplay, and just 9.8% indicated they are familiar with Socrative. Notably, approximately 34% of participants stated familiarity with other tools not listed in the questionnaire, suggesting the presence of additional gamification platforms being used in the field.

**Figure 12: Types of Gamification Used**

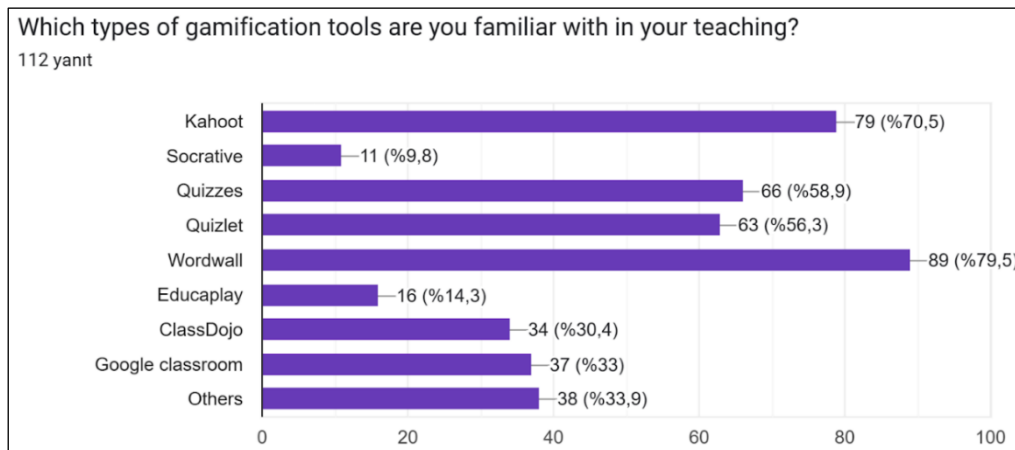


Figure 13 illustrates the various purposes for which Turkish EFL teachers utilize gamification tools in their teaching. As shown in the figure, the most commonly reported purposes are motivating students (83%) and reviewing a subject (73.2%). Another prominent use is for in-class activities, reported by approximately 68% of teachers. Interestingly, a considerable proportion (64.3%) also indicated that they use gamification simply for fun, without a specific instructional goal.

Furthermore, quizzes are a popular application, with 61.6% of teachers using gamification tools for this purpose. Other uses reported include activating background knowledge (43.8%), evaluation (33.9%), providing feedback (33%), facilitating collaborative learning (33%), and teaching a new subject (31.3%)—all of which fall below the average compared to the most common purposes. A very small percentage of teachers also reported using gamification tools for other purposes not explicitly listed in the questionnaire.

**Figure 13: Purpose of Gamification Used**

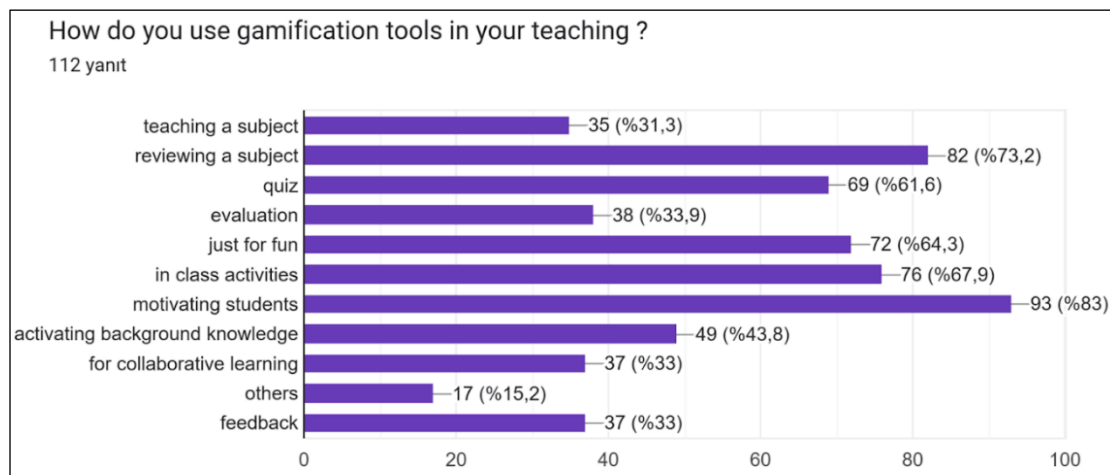
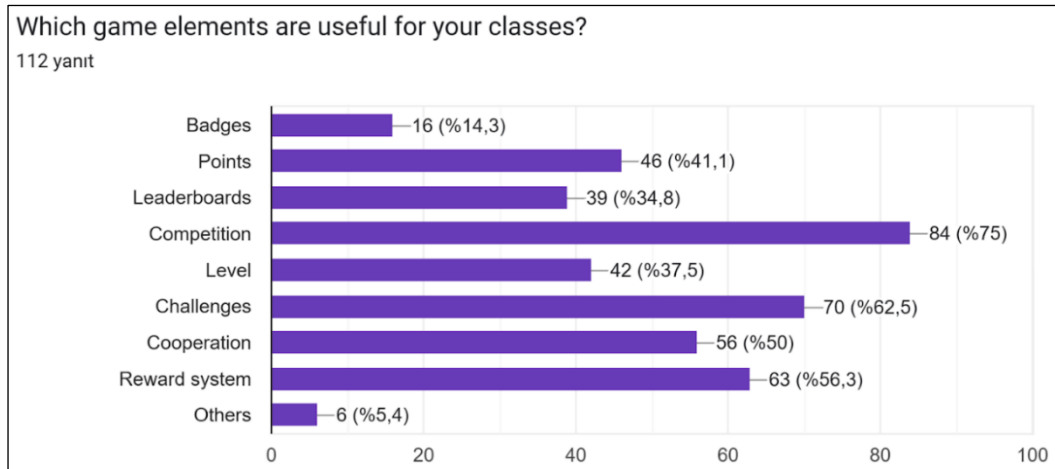


Figure 14 shows the frequency of use of various gamification elements by Turkish EFL teachers. The most commonly used element is competition (75%), indicating that many teachers incorporate competitive tasks into their instructional practices. This is followed by the use of challenges (62.5%) and a reward system (56.3%), both of which are frequently employed.

The element of cooperation is also notable, being used by exactly half of the respondents (50%). While points (41.1%), levels (37.5%), and leaderboards (34.8%) were reported less frequently, they still represent preferred elements among a significant portion of teachers. In contrast, badges were used by only 14.3% of participants, making them one of the least common elements. Additionally, 5.4% of teachers mentioned using other gamification elements not specified in the questionnaire.

**Figure 14: Game Elements**



#### **4.1.3. Analysis of the Research Questions**

In this section, quantitative data were analyzed using descriptive statistics (frequency, percentage, and mean), as well as non-parametric tests including the Kruskal-Wallis, Spearman correlation, and Kolmogorov-Smirnov tests to address the research questions.

Prior to the main analysis, a normality test was conducted. The results indicated that the data were not normally distributed ( $p < 0.05$ ). Consequently, non-parametric statistical methods were employed for further analysis.

***Research Question 1. What are the attitudes and behavioral intentions of EFL teachers toward the use of gamification?***

As it can be inferred from the values in Table 8, Turkish EFL teachers generally have highly positive attitudes towards using gamification. Nearly all of the teachers think that using gamification tools is a good idea (97.3%) and these tools can boost students' motivation (97.3%). Besides, teachers believe that using gamification tools boost students' engagement as well (96.4%). Approximately 96% of the teachers see using gamification fun. Moreover, responses on item 5 shows that most of the teachers see gamification as a useful approach (90.2%). As seen from the responses on item 2, nearly 85% of teachers think that gamification positively affects students' perception of controlling their own learning processes. Furthermore, teachers have a strong consensus that gamification should be an integral part of the curriculum (82.2%). When it comes to the students' academic success, although most of the teachers agreed that gamification can increase students' grades (71.5%) the impact on academic achievement is perceived to be lower than the other dimensions. Item 7 and 8 were reverse coded and this was taken into consideration during the analyzing procedure. In this respect, it shows that some participants see gamification as a burden, but the overall trend is not

negative (59%) and more than half of the participants find gamification more useful than traditional methods (64.3%).

**Table 8: EFL Teachers' Attitudes Towards Gamification Tools**

| Items                                                                                                             | SD |      | D  |      | N  |      | A  |      | SA |      | M    |
|-------------------------------------------------------------------------------------------------------------------|----|------|----|------|----|------|----|------|----|------|------|
|                                                                                                                   | F  | %    | F  | %    | F  | %    | F  | %    | F  | %    |      |
| 1.Using gamification tools (e.g., kahoot, quizzex, quizlet etc.) increase students' engagement.                   | 2  | 1,8  | -  | -    | 2  | 1,8  | 36 | 32,1 | 72 | 64,3 | 4,57 |
| 2.Using gamification tools (e.g., kahoot, quizzex, quizlet etc.) increase students' sense of autonomy.            | 3  | 2,7  | 1  | 0,9  | 13 | 11,6 | 52 | 46,4 | 43 | 38,4 | 4,17 |
| 3.Using gamification tools (e.g., kahoot, quizzex, quizlet etc.) help students to increase their grades.          | 2  | 1,8  | 4  | 3,6  | 26 | 23,2 | 49 | 43,8 | 31 | 27,7 | 3,92 |
| 4.Using gamification tools (e.g., kahoot, quizzex, quizlet etc.) increase students' motivation.                   | 1  | 0,9  | -  | -    | 2  | 1,8  | 27 | 24,1 | 82 | 73,2 | 4,69 |
| 5.Using gamification tools (e.g., kahoot, quizzex, quizlet etc.) is useful in my courses.                         | 1  | 0,9  | -  | -    | 10 | 8,9  | 49 | 43,8 | 52 | 46,4 | 4,35 |
| 6. Working with gamification tools (e.g., kahoot, quizzex, quizlet etc.) is fun.                                  | -  | -    | -  | -    | 5  | 4,5  | 30 | 26,8 | 77 | 68,8 | 4,64 |
| 7R.Teaching English with gamification tools (e.g., kahoot, quizzex, quizlet etc.) is a burden for me.             | 21 | 18,8 | 45 | 40,2 | 30 | 26,8 | 11 | 9,8  | 5  | 4,5  | 3,59 |
| 8R. Traditional classroom activities are more beneficial than gamification                                        | 16 | 14,3 | 56 | 50   | 32 | 28,6 | 4  | 3,6  | 4  | 3,6  | 3,67 |
| 9. Gamification tools (e.g., kahoot, quizzex, quizlet etc.) should be a part of the language teaching curriculum. | 2  | 1,8  | 4  | 3,6  | 14 | 12,5 | 46 | 41,1 | 46 | 41,1 | 4,16 |
| 10. Using gamification tools (e.g., kahoot, quizzex, quizlet etc.) is a good idea.                                | 1  | 0,9  | -  | -    | 2  | 1,8  | 42 | 37,5 | 67 | 59,8 | 4,55 |

**Note:** All percentages were calculated based on responses from a total sample of n = 112 participants.

Table 9 presents the values of behavioral intentions of Turkish EFL teachers. According to the table, a great number of the teachers are open not only to learning but also to sharing their experiences of using gamification (89.3%) and they are also open to innovations regarding gamification in language teaching (86.6%). While most of the teachers are willing to learn gamification from digital sources (83.9%) there are other majority who are willing to learn gamification from others (82.2%). In addition, more than half of the teachers plan to use gamification (77.7%) and have an intention to use it in their next classes (77.7%). Moreover, nearly 67% of teachers think that they will use gamification often however there are some teachers as well who are not sure how often to use gamification in future (25.9%).

**Table 9: Behavioral Intention**

| Items                                                                                                                   | SD |     | D |     | N  |      | A  |      | SA |      | M    |
|-------------------------------------------------------------------------------------------------------------------------|----|-----|---|-----|----|------|----|------|----|------|------|
|                                                                                                                         | F  | %   | F | %   | F  | %    | F  | %    | F  | %    |      |
| 17. I think I will use gamification tools (e.g., kahoot, quizzex, quizlet etc.) more often in my next language classes. | 2  | 1,8 | 6 | 5,4 | 29 | 25,9 | 52 | 46,4 | 23 | 20,5 | 3,79 |
| 18. I intend to use gamification tools (e.g., kahoot, quizzex, quizlet etc.) in my next language classes.               | 1  | 0,9 | 7 | 6,3 | 17 | 15,2 | 60 | 53,6 | 27 | 24,1 | 3,94 |
| 19. I plan to use gamification tools (e.g., kahoot, quizzex, quizlet etc.) in my next language classes.                 | 2  | 1,8 | 5 | 4,5 | 18 | 16,1 | 56 | 50   | 31 | 27,7 | 3,97 |
| 20. I am curious to investigate new approaches to gamification in language teaching.                                    | -  | -   | 4 | 3,6 | 11 | 9,8  | 53 | 47,3 | 44 | 39,3 | 4,22 |
| 21. I am willing to learn the experience of gamification tools (e.g., kahoot, quizzex, quizlet etc.) from others.       | 2  | 1,8 | 3 | 2,7 | 15 | 13,4 | 48 | 42,9 | 44 | 39,3 | 4,15 |
| 22. I am willing to learn the experience of gamification tools (e.g., kahoot, quizzex, quizlet etc.) from the Internet. | 1  | 0,9 | 3 | 2,7 | 14 | 15,2 | 57 | 50,9 | 37 | 33   | 4,13 |
| 23. I am happy to share my experiences of using gamification tools (e.g., kahoot, quizzex, quizlet etc.) with others.   | 2  | 1,8 | 3 | 2,7 | 7  | 6,3  | 55 | 49,1 | 45 | 40,2 | 4,23 |

All in all the findings of the study show that the participants' attitudes towards gamification tools are generally quite positive and their intention to use these tools in the future is at a high level. The participants evaluated gamification tools as a fun and useful teaching method that increases students' motivation and engagement. There was also a strong consensus that these tools should be integrated into the curriculum.

Moreover, the majority of the participants expressed that they planned to use gamification tools in their future language classes, were open to learning about it and were willing to share their experiences with others. These findings reveal that Turkish EFL teachers have a high awareness and willingness towards gamification from both pedagogical and technological perspectives.

***Research Question 2. What factors influence EFL teachers' ability to integrate gamification into their teaching?***

In order to explore factors that could have a relation in terms of EFL teachers' ability to use gamification, spearman correlation test was conducted. As seen in table 10, readiness, intention, influence and attitude are all interrelated to each other. Therefore, it can be said that these factors may play an important role regarding teachers' ideas on using gamification. According to the table, attitude and social influence are positively correlated with both readiness and intention. Furthermore, readiness and intention have strong positive correlation ( $p < 0.01$ ). On the other hand, barriers have weak or negative associations with all variables and none are significant ( $p > 0.01$ ). It can be concluded that barriers are not strongly influencing readiness or intention.

**Table 10: Interrelated Factors in Terms of Gamification Utilization by Teachers**

|                |                  |                         | <b>Readiness</b> | <b>B. intention</b> | <b>Barriers</b> | <b>Social influence</b> | <b>Attitude</b> |
|----------------|------------------|-------------------------|------------------|---------------------|-----------------|-------------------------|-----------------|
| Spearman's rho | Readiness        | Correlation Coefficient | 1,000            | ,647**              | -,131           | ,333**                  | ,553**          |
|                |                  | Sig. (2-tailed)         | .                | ,000                | ,169            | ,000                    | ,000            |
|                |                  | N                       | 112              | 112                 | 112             | 112                     | 112             |
|                | B. intention     | Correlation Coefficient | ,647**           | 1,000               | -,122           | ,462**                  | ,610**          |
|                |                  | Sig. (2-tailed)         | ,000             | .                   | ,200            | ,000                    | ,000            |
|                |                  | N                       | 112              | 112                 | 112             | 112                     | 112             |
|                | Barriers         | Correlation Coefficient | -,131            | -,122               | 1,000           | -,048                   | ,017            |
|                |                  | Sig. (2-tailed)         | ,169             | ,200                | .               | ,619                    | ,858            |
|                |                  | N                       | 112              | 112                 | 112             | 112                     | 112             |
|                | Social influence | Correlation Coefficient | ,333**           | ,462**              | -,048           | 1,000                   | ,435**          |
|                |                  | Sig. (2-tailed)         | ,000             | ,000                | ,619            | .                       | ,000            |
|                |                  | N                       | 112              | 112                 | 112             | 112                     | 112             |
|                | Attitude         | Correlation Coefficient | ,553**           | ,610**              | ,017            | ,435**                  | 1,000           |
|                |                  | Sig. (2-tailed)         | ,000             | ,000                | ,858            | ,000                    | .               |
|                |                  | N                       | 112              | 112                 | 112             | 112                     | 112             |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

***Research Question 2.1. What barriers do EFL teachers encounter when using gamification?***

Regarding the barriers, table 11 demonstrates that for most of the teachers it is a problem that some tools are paid for further access (77.7%) and the time is limited for using gamification (67.9%). According to teachers, students focus more on games rather than learning part of the activity (63.4%) but nearly 30% of the teachers are not sure if it is a problem. Moreover, some teachers think that using gamification takes too much time in terms of the planning time of the activities (39.3%). On the other hand, there are some teachers as well who think that it is not a problem to allow some time to plan gamification activities (32.2%). When school and classroom settings are taken into account, teachers believe that their schools have enough technological capacities (52.7%) and nearly half of the teachers believe that they have appropriate classroom settings for integrating gamification (47.3%).

**Table 11: Barriers that EFL Teachers Encounter When Using Gamification Tools**

| Items                                                                                         | SD |      | D  |      | N  |      | A  |      | SA |      | M    |
|-----------------------------------------------------------------------------------------------|----|------|----|------|----|------|----|------|----|------|------|
|                                                                                               | F  | %    | F  | %    | F  | %    | F  | %    | F  | %    |      |
| 24. Some tools (quizzes, quizlet, wordwall) need to be paid for further access.               | 5  | 4,5  | 1  | 0,9  | 19 | 17   | 43 | 38,4 | 44 | 39,3 | 4,07 |
| 25. There is limited time for using gamification in class.                                    | 5  | 4,5  | 14 | 12,5 | 17 | 15,2 | 44 | 39,3 | 32 | 28,6 | 3,75 |
| 26. It takes an extensive amount of planning time to implement gamification in the classroom. | 5  | 4,5  | 31 | 27,7 | 32 | 28,6 | 31 | 27,7 | 13 | 11,6 | 3,14 |
| 27. My classroom setting is not appropriate for using gamification.                           | 17 | 15,2 | 36 | 32,1 | 27 | 24,1 | 19 | 17   | 13 | 11,6 | 2,78 |
| 28. My school has limited technological capacities.                                           | 25 | 22,3 | 34 | 30,4 | 13 | 11,6 | 22 | 19,6 | 18 | 16,1 | 2,77 |
| 29. Students focus more on games rather than language learning.                               | 1  | 0,9  | 9  | 8    | 31 | 27,7 | 51 | 45,5 | 20 | 17,9 | 3,71 |

***Research Question 2.2. What is the readiness level of EFL teachers to integrate gamification into their teaching, and how do their readiness and the barriers they face affect their attitudes and intentions toward its use?***

As it can be seen from the table 12, a great majority of the teachers think that they have the ability to use gamification tools in their class (85.7%) and approximately 82% of them are confident in terms of integrating gamification into their lessons. Furthermore, they believe that they can manage a setback during the implementation process (75.9%) and they can use their teaching time effectively (70.6%). Fewer than half of the teachers believe that they can use gamification tools for assessing their students' performances (47.3%). However, according to the values seen in the table

8, most of the teachers need additional resources and support for implementing gamification more effectively (65.1%).

**Table 12: Readiness of EFL Teachers in Terms of Gamification Tools Utilization**

| Items                                                                                            | SD |     | D  |      | N  |      | A  |      | SA |      | M    |
|--------------------------------------------------------------------------------------------------|----|-----|----|------|----|------|----|------|----|------|------|
|                                                                                                  | F  | %   | F  | %    | F  | %    | F  | %    | F  | %    |      |
| 11. I can use gamification tools (e.g., kahoot, quizzex, quizlet etc.) in my class.              | 3  | 2,7 | 2  | 1,8  | 11 | 9,8  | 53 | 47,3 | 43 | 38,4 | 4,17 |
| 12. I can use gamification tools (e.g., kahoot, quizzex, quizlet etc.) for assessment processes. | 8  | 7,1 | 21 | 18,8 | 30 | 26,8 | 37 | 33   | 16 | 14,3 | 3,29 |
| 13. I can use my teaching time effectively while implementing gamification.                      | 3  | 2,7 | 6  | 5,4  | 24 | 21,4 | 59 | 52,7 | 20 | 17,9 | 3,78 |
| 14. I feel confident while implementing gamification into my lessons.                            | 2  | 1,8 | 5  | 4,5  | 14 | 12,5 | 55 | 49,1 | 36 | 32,1 | 4,05 |
| 15. When I come across a problem during the implementation process I can manage it easily.       | 2  | 1,8 | 5  | 4,5  | 20 | 17,9 | 55 | 49,1 | 30 | 26,8 | 3,95 |
| 16. I need additional resources and support for implementing gamification more effectively.      | 2  | 1,8 | 11 | 9,8  | 26 | 23,2 | 51 | 45,5 | 22 | 19,6 | 3,71 |

Table 13 shows the relationship between readiness, barriers, attitudes and intention. According to the table, teachers' readiness has a moderate positive correlation with their intention (.647) and attitude (.553) indicating that as teachers' readiness regarding using gamification increases their intention and attitudes increase in a positive way as well. The results suggest that the more teachers feel ready to use gamification the more they tend to use this approach in future and have a more positive attitude towards it. The correlation coefficients are statistically significant ( $p < 0.01$ ) for readiness, intention and attitude meaning that the correlations are not likely due to chance. On the other hand, there is no relationship between barriers and teachers' intentions and attitudes ( $p > 0.01$ ).

**Table 13: Correlations of Teachers' Readiness, Barriers, Attitude and Behavioral Intention**

|                |           |                         | Readiness | Barriers | Attitude | B. Intention |
|----------------|-----------|-------------------------|-----------|----------|----------|--------------|
| Spearman's rho | Readiness | Correlation Coefficient | 1,000     | -,131    | ,553**   | ,647**       |
|                |           | Sig. (2-tailed)         | .         | ,169     | ,000     | ,000         |
|                |           | N                       | 112       | 112      | 112      | 112          |
|                | Barriers  | Correlation Coefficient | -,131     | 1,000    | ,017     | -,122        |
|                |           | Sig. (2-tailed)         | ,169      | .        | ,858     | ,200         |
|                |           | N                       | 112       | 112      | 112      | 112          |

**Table 13: (Continued)**

|                |             |                         | Readiness | Barriers | Attitude | B. Intention |
|----------------|-------------|-------------------------|-----------|----------|----------|--------------|
| Spearman's rho | Attitude    | Correlation Coefficient | ,553**    | ,017     | 1,000    | ,610**       |
|                |             | Sig. (2-tailed)         | ,000      | ,858     | .        | ,000         |
|                |             | N                       | 112       | 112      | 112      | 112          |
|                | B.intention | Correlation Coefficient | ,647**    | -,122    | ,610**   | 1,000        |
|                |             | Sig. (2-tailed)         | ,000      | ,200     | ,000     | .            |
|                |             | N                       | 112       | 112      | 112      | 112          |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

***Research Question 2.3. How does social influence impact EFL teachers' attitudes and intentions to use gamification?***

Table 14 presents the relationship between social influence, teachers' attitudes and intentions to use gamification. As seen in the table, there is a moderate positive and significant relationship between social influence and attitude (.435). A moderate positive correlation was also found between social influence and intention (.462). These results show that the social environment positively affects both attitudes and behavioral intentions of teachers in a significant way ( $p < 0.01$ ).

**Table 14: Correlations of Teachers' Attitude, Intention and Social Influence**

|                |                  |                         | Attitude | B. Intention | Social Influence |
|----------------|------------------|-------------------------|----------|--------------|------------------|
| Spearman's rho | Attitude         | Correlation Coefficient | 1,000    | ,610**       | ,435**           |
|                |                  | Sig. (2-tailed)         | .        | ,000         | ,000             |
|                |                  | N                       | 112      | 112          | 112              |
|                | B. intention     | Correlation Coefficient | ,610**   | 1,000        | ,462**           |
|                |                  | Sig. (2-tailed)         | ,000     | .            | ,000             |
|                |                  | N                       | 112      | 112          | 112              |
|                | Social influence | Correlation Coefficient | ,435**   | ,462**       | 1,000            |
|                |                  | Sig. (2-tailed)         | ,000     | ,000         | .                |
|                |                  | N                       | 112      | 112          | 112              |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

***Research Question 3. Do EFL teachers' attitudes, readiness, and intentions toward gamification differ based on gender, educational level, teaching experience, or other demographic factors?***

With an aim to investigate research question Kruskal Wallis H test was conducted. Table number 15, 16, 17, 18, and 19 demonstrate the results based on the differences between demographic factors.

Table 15 presents the EFL teachers' attitudes, readiness and intentions toward gamification in terms of gender variable. As you can infer from the table, teachers' readiness is significantly differentiated according to their gender ( $p < 0.05$ ). On the other hand, there is no significant difference between attitude, intention and gender variable ( $p > 0.05$ ). In other words, while teachers' gender has an effect on their readiness, it does not affect the attitude and intention of teachers regarding using gamification.

**Table 15: Kruskal Wallis H Test for Gender**

|                  | <b>Readiness</b> | <b>B. Intention</b> | <b>Attitude</b> |
|------------------|------------------|---------------------|-----------------|
| Kruskal-Wallis H | 7,327            | 4,939               | 5,517           |
| df               | 2                | 2                   | 2               |
| Asymp. Sig.      | ,026             | ,085                | ,063            |

a. Kruskal Wallis Test

b. Grouping Variable: Gender

As shown in table 16, teachers' attitudes, readiness and intentions does not make a significant difference according to the years of teaching experience of teachers ( $p > 0.05$ ).

**Table 16: Kruskal Wallis H for Years of Teaching Experience**

|                  | <b>Readiness</b> | <b>B. intention</b> | <b>Attitude</b> |
|------------------|------------------|---------------------|-----------------|
| Kruskal-Wallis H | ,206             | 1,343               | 1,138           |
| df               | 3                | 3                   | 3               |
| Asymp. Sig.      | ,977             | ,719                | ,768            |

a. Kruskal Wallis Test

b. Grouping Variable: Years of teaching experiences

According to Table 17, while teachers' readiness and intention differentiated significantly regarding teachers' level of education ( $p < 0.05$ ), there is no significant difference between teachers' attitudes and their level of education ( $p > 0.05$ ).

**Table 17: Kruskal Wallis H for Level of Education**

|                  | <b>Readiness</b> | <b>B. intention</b> | <b>Attitude</b> |
|------------------|------------------|---------------------|-----------------|
| Kruskal-Wallis H | 6,370            | 7,795               | 4,324           |
| df               | 2                | 2                   | 2               |
| Asymp. Sig.      | ,041             | ,020                | ,115            |

a. Kruskal Wallis Test

b. Grouping Variable: Level of education

Regarding teachers' current employment (school) variable, Table 18 presents that there is no significant difference between teachers' attitude, readiness, intention and their current employment ( $p>0.05$ ).

**Table 18: Kruskal Wallis H for Current Employment**

|                  | <b>Readiness</b> | <b>B. intention</b> | <b>Attitude</b> |
|------------------|------------------|---------------------|-----------------|
| Kruskal-Wallis H | 2,953            | 3,064               | 3,583           |
| df               | 2                | 2                   | 2               |
| Asymp. Sig.      | ,228             | ,216                | ,167            |

a. Kruskal Wallis Test

b. Grouping Variable: School (current employment)

Furthermore, it can also be understood from Table 19 that teachers' attitude, readiness and intention are not differentiated as statistical according to teachers' major ( $p>0.05$ ).

**Table 19: Kruskal Wallis H for Major**

|                  | <b>Readiness</b> | <b>B. intention</b> | <b>Attitude</b> |
|------------------|------------------|---------------------|-----------------|
| Kruskal-Wallis H | ,024             | ,002                | ,351            |
| df               | 2                | 2                   | 2               |
| Asymp. Sig.      | ,988             | ,999                | ,839            |

a. Kruskal Wallis Test

b. Grouping Variable: Major

In sum, the findings of the study revealed that individuals' levels of readiness and behavioral intention significantly differed according to certain demographic variables such as gender and education level. For the attitude, no significant difference was found in terms of any grouping variable but some p-values (e.g.  $p = .063$  for gender) were close to the significance threshold. These findings may provide important clues in understanding the effects of the relevant variables on behavioral tendencies.

#### **4.2. Analysis of the Qualitative Data**

In this part, qualitative data obtained from open ended questions at the end of the questionnaire and interviews conducted with 10 volunteer EFL teachers were thematically analyzed and findings were presented.

#### 4.2.1. Analysis of the Open-Ended Question in the Questionnaire

To gather participants' initial thoughts on gamification, they were invited to freely share any additional opinions they had on the subject. Only 11 out of 112 participants responded to this open-ended question, and their comments were analyzed to identify common themes. A total of two main themes and three categories emerged from the data.

The first theme which is negative perspectives regarding gamification was explored under two categories: (1) *Infrastructure and Systemic Barriers*, (2) *Classroom Challenges and Distractions*. The details of the first theme with categories and codes were given in Table 20.

**Table 20: Theme 1: Negative Perspectives Regarding Gamification**

| Theme                                           | Categories                             | Codes                               |
|-------------------------------------------------|----------------------------------------|-------------------------------------|
| 1. Negative perspectives regarding gamification | Infrastructure and systemic barriers   | Technological inadequacies (P7, P8) |
|                                                 | Classroom challenges and distractions. | Classroom management issues (P5)    |

The findings in relation to the negative perspectives of teachers demonstrate that generally teachers encounter barriers such as technological inadequacies and classroom management problems. Participants expressed that these barriers hinder their ability to implement gamification effectively.

Schools need higher technological developments. P7  
I really want to use gamification in my classes and also my students enjoy it if i do. But the smart boards in our school don't work appropriately so I can't use gamification often. P8  
....It is sometimes hard to keep an eye on the task and control the class at the same time. P5

The second theme which focuses on positive perspectives regarding the use of gamification was explored under a single category: (1) *Student Motivation and the Role of Teachers*. The details about the second theme were shown in Table 21.

**Table 21: Theme 2: Positive Perspectives Regarding Gamification Use**

| Theme                                               | Categories                                  | Codes                                                                |
|-----------------------------------------------------|---------------------------------------------|----------------------------------------------------------------------|
| 1. Positive perspectives regarding gamification use | Student Motivation and the Role of Teachers | Increased motivation (P3)<br>Teacher initiative and creativity (P11) |

Some participants emphasized the positive impact of gamification on students' motivation as well as the benefits of using instructional materials prepared by teachers themselves.

I think gamification should be used in class because it often increases student's motivation. P3  
 The teacher herself can make the gamification process more effective by planning her own games according to the needs of the students P11

In sum, in light of the participants initial reflections related to gamification use, negative perspectives appear to be more prominent. Nonetheless, participants also acknowledged the positive effects of gamification use on student motivation and their own professional development.

#### 4.2.2. Analysis of the Semi-Structured Interviews

To explore the impact of gamification on EFL teachers' instructional practices, and professional engagement, as well as to examine its role in language classes, semi-structured interviews were conducted via social media. A total of ten interview questions were formed for the interview process and collected through audio files in order to comprehensively explore Turkish EFL teachers' understanding of gamification in language teaching, its effect on students motivation, potential drawbacks and advantages of gamification, teachers' readiness regarding gamification implementation, students feedback in relation to gamification, social influence of gamification on teachers professional decisions and their intentions to use gamification in the future.

For the analysis procedure, the six-step model of Braund and Clark (2006) was used. According to this model, the process began with the familiarization with the data, followed by the generation of initial codes. Subsequently, searching and reviewing for potential themes were conducted. The identified themes were then clearly defined and named, and the results were organized in tabular format. As the final step of the analysis, this chapter reports the findings obtained from interviews data.

Three main themes were identified: (1) *Effect of gamification on students*, (2) *Barriers affecting gamification implementation*, and (3) *Teachers' perspectives and application strategies*. In addition, categories and codes in relation to the themes were demonstrated respectively in Tables 22, 23, 24 below:

**Table 22: Theme 1: Effect of Gamification on Students**

| Theme                                 | Categories                                                              | Codes                                                                                                                      |
|---------------------------------------|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| 1. Effect of gamification on students | Motivational role<br>Social-emotional impact<br>Role as a learning tool | Increased participation and motivation (P1, P4)<br>Excitement through competition (P5, P8, P10)<br>Student success (P7,P9) |

The first theme, effect of gamification on students, was explored under three categories such as Motivational role, Social-emotional impact and Role as a learning tool. Besides, three prominent codes for categories were identified.

Two participants specifically highlighted the positive impact of gamification on students, noting increased engagement and motivation in classroom activities. As a result, teachers' own motivation and instructional strategies may also be positively influenced. Gamification, therefore, is perceived not only as an engaging activity but also as an effective tool for enhancing student motivation.

Students participate more in the lesson, they are more energetic, more motivated P1  
Gamification definitely increases the motivation of students. I think it is a method that supports group work and participation in the lesson P4

Students' excitement generated through competition was highlighted by certain participants as a key social-emotional impact of gamification. The competitive element was seen as a motivating factor that contributes to a more effective and engaging language learning process.

In the high school group, the competition increases their motivation and they are more eager and willing to learn. P5  
Students are particularly interested in rewards and competitions. P10

Participants expressed that gamification serves as a valuable tool which can positively affect students' academic success. They emphasized that it is a tool for presenting and reinforcing information and it affects both the teacher's practice and the classroom content

The main advantages of gamification are, as I mentioned again, I think it increases success P7  
I have seen that students' interest in the course, their motivation, and their academic success have increased P9

In sum, participants generally emphasized the positive effects of gamification on students. However, they also acknowledge that some students with low motivation may not respond to gamified activities as effectively as their peers. Therefore, several teachers suggested alternative approaches, such as incorporating traditional teaching methods or using gamification less frequently, to better accommodate diverse student needs.

**Table 23: Theme 2: Barriers Affecting Gamification Implementation**

| Theme                                             | Categories                                                                                                                                                    | Codes                                                                                                                                                                                                               |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Barriers affecting gamification implementation | Time and curriculum constraints<br>Technological barriers<br>Challenges of implementation in the classroom<br>Challenges of accessing materials and resources | Intense curriculum and limited teaching hours (P3, P4, P5, P8, P10)<br>Lack of smart boards and internet access (P2, P9)<br>Classroom management problems (P1, P3, P5, P9)<br>Lack of ready-made materials (P4, P5) |

The second theme Barriers Affecting Gamification Implementation was analyzed through four categories; (1) *Time and Curriculum constraints*, (2) *Technological barriers*, (3) *Classroom Implementation Challenges*, and (4) *Challenges in Accessing Materials and Resources*. Four distinct codes were also identified in relation to these categories. Approximately, half of the participants expressed concerns about the demanding curriculum and limited instructional time. They thought that necessity for completing the curriculum discourages them to use gamification or reduce their frequency of usage.

We have 4 hours of classes a week, but since the curriculum that needs to be taught is quite intense, it is not possible for me to do an activity by gamifying anything P3  
The necessity of completing the curriculum sometimes leaves no time for gamification. P8

In addition, participants mentioned technological barriers such as lack of smart boards and internet access. Sometimes, these challenges force them to use more traditional methods and restricts or directs teaching practice.

The fact that I do not have a smartboard in my classroom for my digital gaming tools can sometimes be a problem. .... internet problems due to its model can cause problems. P2  
Since I work at a public school, we often have problems with smart boards. They can be broken or old, so it takes us a while to access any website or material. P9

Participants identified classroom management as an important challenge in implementing gamification. They emphasized that the impact of gamification on factors such as managing the learning process and maintaining students' attention directly influences how gamification is applied and the teacher's role within the classroom.

In classroom control, in crowded classes, the teacher may have some difficulties. P1  
When we lose the class authority due to the intense curriculum and crowded classes, we naturally lose the target during gamification.....Therefore, unfortunately, we cannot be very successful in this regard. P3

In addition to the barriers mentioned above, participants reported difficulties in accessing suitable materials for gamification. They noted that existing ready materials often do not match with targeted learning outcomes and finding the appropriate resources for the gamification process can be challenging Therefore, this situation leads teachers to develop themselves in terms of preparing their own material and a teacher profile emerges who develops their own solutions and adapts them to the class

Sometimes ready-made resources may or may not be suitable for the target P7  
When we use it to learn a language, it's not always easy to find foreign language-focused resources that focus on the specific topics we want. That's why we have to prepare them ourselves. P9

All in all, gamification is observed to present multidimensional barriers during the implementation process. These obstacles affect teachers' teaching strategy and the role of gamification in their classroom. On the other hand, in some cases, teachers find these limitations manageable and develop strategies to overcome barriers

**Table 24: Theme 3: Teachers' Perspectives and Application Strategies**

| Theme                                                | Categories                                                                                                                                       | Codes                                                                                                                                                                                                                                             |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Teachers' perspectives and application strategies | Professional development and attitudes<br>Corporate/social impact and support<br>Suggestions for using gamification systematically in the future | Desire for improvement and professional motivation (P4, P7, P9)<br>Need for technical and educative support (P8, P9, P10)<br>No corporate pressure (P3, P4, P7, P9)<br>Simpler, more adaptable curriculum (P3, P5)<br>Less crowded class (P3, P6) |

Theme 3 represent the final theme that focuses on teachers' perspectives and application strategies regarding gamification. This theme include three categories: (1) *professional development and attitudes*, (2) *Institutional/Social Impact and Support*, and (3) *Suggestions for Systematic Implementation of Gamification in the Future*. In total, five codes related to categories were identified.

Three participants expressed a clear willingness to enhance their knowledge demonstrated motivation to use gamification in their teaching practices. They showed openness to adopting gamification in the future, provided they receive further training and understanding

Their responses indicate a proactive attitude toward professional growth and a readiness to follow innovations in language education. Accordingly, the decision to implement gamification appears to be influenced by the teacher's sense of preparedness, which also shapes their evolving role within the classroom.

I would like to use it...but I think of course I need to improve myself. Maybe I can learn more about these things. There are other things that I don't know and maybe that's why I'm talking like this, but after I improve myself, why not? P4  
I will definitely use gamification in my lessons throughout my professional life. Of course, I try to keep up with any developments P9

On the other hand, some teachers indicated a need for both technical and pedagogical in order to integrate gamification into their teaching practices more systematically in the future.

Technical support should be increased, and training should be provided for teachers equipped with practical examples. When these conditions are met, I can use gamification more regularly. P8

I feel somewhat prepared, ..... technical support, and teacher training could make the process easier. P10

Participants reported that attitudes of their colleagues and administrations towards gamification were generally positive. They emphasized the presence of supportive environment regarding gamification use and other innovative strategies. Importantly, they did not experience institutional pressure or restrictions. Generally they felt free and motivated to experiment with gamified approaches. This suggests that when institutional support is available, implementation of gamification tends to increase and its role within the classroom also becomes more established and widespread.

I do not have any problems with my managers in the organization where I work. They support me in this regard P3

Well, our administration actually encourages us to use them. P7

In general, teachers expressed a willingness to use gamification systematically in the future but they emphasized several suggestions in order for this intention to be realized. One key recommendation was the need for a simpler and more adaptable curriculum Teachers believed that when certain conditions are met -, such as increased flexibility and support within the curriculum, systematic use of gamification would become more feasible and effective

If there is enough time and a supportive program, it would be easier to implement. P5

According to the participants, having smaller class size is another important need for systematic use of gamification. They stated that in overcrowded classrooms, challenges such as classroom management and limited instructional time reduce their motivation to implement gamified activities Therefore, they emphasized the need structural changes in these areas to create more conducive conditions for effective gamification.

Of course I would like to use it intensively in my classes but the current number of classes needs to be reduced. Those who really want to learn English need to be in this field. P3

In conclusion, based on teachers' perspectives and application strategies, it is evident that teachers have the motivation for professional development. They are also aware of the necessary requirements such as technical and educative support for effective gamification. Besides, a supportive institutional environment for gamification encourages them to experiment with innovative methods and enhances their confidence in using gamification. Despite various structural barriers they encounter, most teachers believe that advantages outweigh the disadvantages of using gamification. Therefore, they generally express a strong intention to use gamification systematically in the future provided that the necessary conditions are in place.

## **CHAPTER FIVE**

### **5. DISCUSSION**

#### **5.1. Discussion**

The findings of the study revealed that the majority of EFL teachers hold a highly positive attitude toward the use of gamification in their classrooms and demonstrate a strong behavioral intention to implement it. Several interrelated variables—such as readiness, attitude, intention, and social influence—were found to significantly contribute to teachers' willingness to adopt gamification. However, barriers encountered during the implementation phase showed generally weak or negative correlations with these factors. Although teachers acknowledged certain challenges in applying gamified strategies, they still expressed a high level of readiness and motivation to integrate gamification into their teaching practices. Additionally, the quantitative results indicated that teachers' levels of readiness and behavioral intention significantly differed by demographic variables such as gender and level of education. To explore the deeper professional and pedagogical implications of gamification, qualitative data were gathered through interviews. The interviews supported the quantitative findings, showing that teachers perceive gamification as beneficial and, despite existing obstacles, maintain a professional drive and intention to utilize it in the future.

In this chapter, key findings of the current study will be discussed in relation to the existing literature. With the aim of ensuring comprehensive understanding of the research questions, not only quantitative findings but also qualitative findings identified and compared.

##### **5.1.1. EFL teachers' Attitudes and Behavioral Intentions**

Regarding the first research question, the quantitative findings indicated that EFL teachers generally hold a highly positive attitude toward the use of gamification in English language teaching. A significant majority believed that gamification enhances students' motivation, success, participation, and overall engagement. These findings are consistent with previous studies conducted by Spathopoulou and Pitychoutis (2024), Demirbilek et al. (2022), and Yılmaz (2022) all of which reported similar benefits of gamification in educational contexts. Therefore, it is unsurprising that many participants in the current study advocated for the formal integration of gamification into the EFL curriculum.

Additionally, teachers emphasized that gamification fosters an enjoyable and autonomous learning environment where students take greater responsibility for their own learning. Although a few teachers perceived the implementation process as challenging or burdensome, the majority indicated a preference for gamified approaches over traditional methods due to their perceived effectiveness. Similarly, Vrcelj et al. (2023) attributed high levels of teacher motivation to the transformative and modernizing nature of gamification.

As for behavioral intention, teachers reported a strong willingness to adopt gamification in the future and expressed openness to learning new strategies and sharing best practices with colleagues. These results align with Akbıyık's (2023) findings, which also emphasized high levels of behavioral intention among EFL teachers toward gamification adoption. However, some uncertainty was noted regarding the frequency of future use and this might be derived from the issues about the English teaching curriculum specific to Türkiye.

### **5.1.2. Factors Affecting EFL Teachers' Implementations of Gamification**

The second research question of this study aimed to explore certain related factors regarding EFL teachers' decisions to integrate gamification into their classrooms. These factors—namely, teachers' readiness, social influence, perceived barriers, and the interrelationships among them—are discussed in this section.

The quantitative results demonstrated that attitude, intention, readiness, and social influence are positively interrelated and may affect teachers' instructional decisions. This finding is consistent with previous research by Akbıyık (2023) and Asiri (2019), both of which emphasized the strong relationships between attitude, self-efficacy, social influence, and behavioral intention in the context of gamification. Such alignment with existing literature reinforces the view that multiple psychological and contextual variables work together to shape teachers' willingness to adopt innovative instructional methods.

Interestingly, the findings of the current study diverge from earlier research that highlighted the obstructive role of barriers in technology adoption. While Demirbilek et al. (2022) and Titania (2024) identified time constraints and technological limitations as significant obstacles, participants in this study reported that such factors were largely manageable. Although some teachers acknowledged challenges such as the cost of digital tools or limited preparation time, these barriers were not found to be related to their behavioral intention. Considering the population of teachers participating in the study, it can be inferred that teachers are now more willing to embrace innovations in their lessons in a technological context and are more enthusiastic about them.

Also, teachers generally reported sufficient access to technological resources and classroom settings conducive to gamification, which may explain the reduced effect of these commonly cited obstacles.

Regarding teachers' readiness, the majority expressed confidence in their ability to use gamification tools effectively and to overcome potential challenges during implementation. According to the quick and brief follow-up interviews with some teachers, their experience with gamification started when they were pre-service teachers. Some of them also took advantage of in-service training opportunities. Therefore, they are mainly familiar with the strategy and the possible advantages of it. Nevertheless, many teachers also indicated a need for more context-specific and curriculum-aligned materials. This is likely due to the limited availability of ready-made content that matches learning outcomes. Ngoc (2022) similarly pointed out that teachers often require additional time to prepare gamified materials, as existing resources may not fully align with national or institutional syllabi. In order to cope with this problem and support teachers' readiness, a pool of activities covering gamification applications in the Turkish context that are aligned with the curriculum can be created. In this way, when teachers decide to implement gamification, they can access curriculum-appropriate content more efficiently, which not only saves time but also enhances their sense of readiness. Supporting this, Akbıyık (2023) found a positive correlation between teachers' self-efficacy, their behavioral intention, and their attitudes towards gamification. Although self-efficacy is only one component of readiness, the convergence of these findings suggests that teachers' personal beliefs about their competence play a pivotal role in their willingness to implement gamification.

Finally, the study revealed that social influence also may play a role in shaping teachers' perceptions and choices. Teachers indicated that encouragement or support from their colleagues, administrators, or broader professional community were related to their attitudes toward gamification. Given the collectivist cultural context of Türkiye, where social norms can greatly influence professional behavior, the impact of social environments on instructional practices is not unexpected. This finding aligns with Asiri (2019), who reported a similar positive relationship between social influence and behavioral intention in educational settings.

### **5.1.3. Differences between Demographic Factors Regarding EFL Teachers' Attitudes, Readiness and Intentions towards Gamification**

The final research question in the quantitative section aimed to explore whether demographic variables differentiate teachers' attitudes, behavioral intentions, and readiness to implement gamification. The findings indicated that teachers' readiness and intention significantly differed according to gender and educational level, while no significant differences were found regarding teaching experience, current employment status, or academic major.

Similarly, Yılmaz (2022) found that gender and educational level shaped teachers' perceptions toward the use of gamification. In line with the present study, they reported that teaching experience and school type did not produce statistically significant differences. However, Spathopoulou and Pitychoutis (2024) reported contrasting results, suggesting that teaching experience plays a crucial role in shaping both instructional effectiveness and teacher attitudes.

#### **5.1.4. The Impact of Gamification on EFL Teachers' Instructional Practices, Professional Engagement and Its Role in Language Classes**

In the final part of this chapter, the qualitative findings are discussed in relation to both the existing literature and the quantitative results of the present study, focusing on the impact of gamification on teachers' professional practices and its role in language classrooms.

The qualitative analysis of interview data revealed three main themes: *(1) the effect of gamification on students, (2) barriers affecting gamification implementation, and (3) teachers' perspectives and application strategies*. The first theme discovered can be explained through the lens of Self-Determination Theory (SDT) (Deci & Ryan, 1985) because when we consider elements of gamification such as points, badges, competition, and collaboration, it can be successful in meeting students' needs for autonomy, competence, and relatedness. In line with the SDT, constructivist learning principles (Kolb, 1984) can also be addressed because it aligns with the gamification's influence on students' motivation and engagement, as well as its success in creating an active and experiential language learning atmosphere. Besides, the second and the third theme can be explained with the Technology Acceptance Model (Davis, 1989) which ensures the broader understanding regarding the teachers' process of adopting technology which highlights the role of perceived usefulness and ease of use. Based on the findings, these themes were categorized under distinct codes.

Most teachers reported highly positive impressions of gamification's impact on student motivation and academic engagement. One participant (P1), for example, emphasized: *"Students participate more in the lesson, they are more energetic, more motivated."* These views align with findings from previous studies (Liu et al., 2024; Temel & Cesur, 2024; Yu, 2023; Kazazoğlu, 2023; Baytekin & Avara, 2023), which consistently highlight the motivational and cognitive benefits of gamified instruction. As a result, teachers' own motivation and instructional practices also appear to be positively influenced by the integration of gamification. Rather than being seen as merely a playful addition to the classroom, gamification is increasingly recognized by teachers as a strategic pedagogical approach that enhances student engagement and learning outcomes.

On the other hand, teachers identified several obstacles to implementing gamification, including an intense curriculum, limited instructional time, technological limitations, classroom

management issues, and a lack of appropriate materials. One participant, for instance, remarked: *“The necessity of completing the curriculum sometimes leaves no time for gamification”* (P8).

These qualitative findings align with the quantitative results of the present study and previous research emphasizing time constraints and technological barriers as key challenges (Demirbilek et al., 2022; Titania, 2024). Such limitations clearly influence how teachers design and deliver their lessons, affecting their ability to incorporate gamification. Nevertheless, interview analyses indicated that most teachers perceive these challenges as manageable. Rather than being discouraged, they reported developing personal strategies to overcome difficulties—driven by their motivation for professional development. This resilience reflects a strong commitment to continuous improvement and a willingness to embrace innovation in language education.

In this regard, teachers’ sense of readiness plays a crucial role in shaping their decisions to integrate gamification and adapt their classroom practices accordingly. This conclusion is supported by the quantitative findings, which showed that perceived barriers did not significantly affect teachers’ attitudes or behavioral intentions. Many teachers expressed that, once basic conditions—such as technical support and teacher training—are met, they would be more inclined to apply gamification regularly. As one participant (P8) noted: *“Technical support should be increased, and training should be provided for teachers equipped with practical examples. When these conditions are met, I can use gamification more regularly.”*

In accordance with the present results, findings from the Akbıyık (2023)’ study revealed a high level of behavioral intention of using gamification. In addition, as Asiri (2019) mentioned in his own study, when the institution supports gamification, teachers feel more confident and motivated to experiment new instructional methods.

## CONCLUSION

The purpose of the current study was to investigate Turkish EFL teachers' attitudes and intentions to use gamification in their teaching practice. Possible factors such as teachers' readiness, social influence they have and barriers they encounter were explored in terms of demographic variables in order to reveal their effects on teachers' implementation process. In addition, in-depth analysis of teachers' lived experiences of using—or trying to use—gamified activities in the language classroom was investigated.

There are several studies focusing on the positive effect of gamification on students while teachers' part is limited. Besides, most of the studies are western educational system focused and paying attention to how gamification perceived by teachers in the Turkish educational system is limited. The fact that there is limited study on EFL teachers' perspectives of gamification in Türkiye makes this study important in terms of its contribution to existing literature and the field of English language teaching.

Quantitative results of the current study showed that teachers have high positive attitudes and strong behavioural intentions regarding gamification usage. Besides, interview data confirmed this as an efficient route to increased students' motivation and participation. Attitude, readiness, social influence and intention of teachers were discovered as positively correlated as well. However, no meaningful relation was found in terms of barriers teachers encounter. This paradox was explained by teachers qualitatively. According to teachers, barriers such as time pressure, intense curriculum, and technological deficiencies exist yet, teachers see these barriers manageable when they have supportive environments and professional motivation. When it comes to impact of demographic variables, readiness and intention were predicted by gender and education level while teaching experiences, current employment and teachers' major did not have an effect on teachers readiness and intention. In light of the quantitative data, three main themes were discovered qualitatively for revealing the impact of gamification on teachers and its role in educational context. Teachers reported positive influence of gamification on students and struggled with intense curriculum and technical barriers. However, they also were aware of the efficiency of a supportive environment in educational context for providing them sustainable use of this innovative strategy.

For the current study, some theoretical and methodological contributions can be highlighted as well. As a theoretical perspective, by integrating social influence, readiness and attitude in a single construct, technology acceptance can be expanded to under researched Turkish context regarding

EFL context and emphasized *perceived manageability* as a new illustrative lens. As a methodological contribution, sequential explanatory mixed-method design was used to interpret quantitative findings with the help of qualitative interviews. For instance, interview data explained that teachers had offered strategies to deal with barriers, which provided an explanation for the unexpected outcome, although statistical results demonstrated that these barriers had little effect. Furthermore, as a methodological contribution, a questionnaire which focuses on teachers' attitudes, intentions, readiness, social influence they have and barriers they encounter was designed. For the designing process, existing literature and the ideas of Turkish EFL teachers were also utilized for the adaptation process. Therefore, this process can contribute to the gamification research in Türkiye regarding EFL teachers' context. In this respect, the questionnaire provides a context-sensitive and application-oriented tool. The design and implementation of this questionnaire contribute to the process of developing localized tools in the field of educational technology.

While the findings of this study are firmly grounded in the data and are consistent with much of the existing literature, they also reveal a broader truth about classroom dynamics and teacher–student relationships: technology becomes genuinely transformative when it is embedded within a clear pedagogical purpose and a trusting, interactive learning environment. The results—particularly the combination of positive attitudes and manageable barriers—demonstrate that teacher agency and student willingness can be reinforced when contextual realities are acknowledged and addressed.

Compared to studies such as Demirbilek et al. (2022), where barriers played a more restrictive role, the present findings suggest that contextual differences—such as institutional support structures, teacher training opportunities, and the socio-cultural acceptance of educational technology—may significantly alter the weight of these barriers. Likewise, when contrasted with international studies grounded in the Technology Acceptance Model, the current research shows a stronger interplay between cultural attitudes and practical affordances, indicating that acceptance is not merely a matter of perceived usefulness and ease of use but also of alignment with local educational values.

In the Turkish EFL context, these insights point toward a practical and philosophical stance: technology is not an aim in itself, but a means toward an educational aim. It gains meaningful form and function only in the hands of a teacher who has a clear vision, a well-defined pedagogical position, and the ability to support learning goals. This, perhaps, is the most enduring takeaway from the study: educational technology serves best not as the focal point but as a responsive partner in the teacher's broader mission to foster engagement, confidence, and autonomy. Without this intentionality, even the most advanced tools risk becoming superficial add-ons rather than catalysts for meaningful learning. In practice, this means that technological integration must be guided not merely by novelty or institutional mandates, but by the teacher's capacity to meet curricular goals, learner needs, and the broader socio-cultural context of instruction. In other words, it is the educator's

expertise, creativity, and pedagogical philosophy that give technology its shape, depth, and relevance—transforming it from a neutral instrument into an active agent of engagement, interaction, and learner autonomy. As Michael Morpurgo says *“It’s the teacher that makes the difference, not the classroom.”*

Overall findings of the study showed that research questions were sufficiently addressed. The aim of investigating EFL teachers’ attitudes and intentions towards gamification was successfully attained as well. Not only quantitative but also qualitative data identified consistent findings indicating that the majority of the teachers have positive feelings about gamification and they feel motivated and prepared for implementing it into their pedagogical practices. Among the most outstanding themes were teachers’ recognition of gamification as an effective method to increase student motivation and participation, along with their ability to overcome the barriers in relation to curriculum and limited time.

With regard to teaching practices of teachers, these findings demonstrate that mostly, EFL teachers have willingness for using innovative strategies for enhancing motivation and success of students. Therefore, gamified activities should be a consistent part of lesson planning, even curriculum and students’ books used in schools. Moreover, in order to support teachers’ readiness regarding gamification implementation, professional development programs such as workshops, hands on training, and material support should be included. A practical book for teachers which includes gamified activity examples with necessary guidelines should be designed. This can help teachers to manage the implementation process easily and more productively. Thus, teachers’ skills and confidence can be reinforced. Ultimately, the study implies that with the help of proper institutional support and training for teachers, gamification activities can transform language education in a better and successful way.

As a teacher-researcher who has long believed in the motivational power of gamification, I was initially drawn to this topic due to my own positive classroom observations. I have always been curious about how other teachers perceive this strategy and whether they feel equally empowered to use it. Through this study, I had the opportunity to hear their voices. Although many participants highlighted the benefits of gamification, some of the barriers they shared—such as time constraints and an overloaded curriculum—left me questioning how feasible it is to apply such innovative strategies within rigid institutional frameworks. I must admit, I felt a sense of frustration realizing that some limitations, despite our motivation, remain out of our control. Still, like many of the participants, I am determined to implement gamification to the extent that I can.

One of the most striking findings for me was that these barriers did not significantly affect teachers’ attitudes or intentions. This resilience and optimism were both surprising and inspiring. I

had assumed that structural obstacles would weaken their readiness or dampen their enthusiasm, but my data suggested otherwise.

In my view, the findings of the current study align with my own classroom experiences, particularly regarding the relationship between teachers and students, as gamification has the potential to increase students' motivation and engagement. From my perspective as a teacher, motivated students also inspire more motivated and creative teachers. In this regard, achievement for both teachers and students becomes more attainable, since teachers can assume the role of facilitators while students take on a more active role in their own learning. I believe that designing teaching environments where teachers and students can interchange roles provides clearer insights into innovative strategies such as gamification. Moreover, teachers' willingness and readiness to adopt gamification may signal an opportunity to reshape traditional classroom practices and foster a culture of experimentation and adaptation to innovative approaches.

Finally, several participants suggested that gamification could be more sustainable and effective if integrated into the official curriculum. I strongly support this idea. If future research includes collaboration between teachers and curriculum designers, it might pave the way for a more systematic and accessible implementation of gamification in language education. In addition, if all of these results are taken seriously, it becomes clear that adopting innovative and student-centered approaches such as gamification is not only beneficial but also necessary in language learning. As John Dewey says *"If we teach today as we taught yesterday, we rob our children of tomorrow."* For me, this quote felt so relevant. From an educational policy perspective, this suggests that language teaching, which has long been constrained by traditional frameworks, can be implemented in more authentic and engaging ways. Furthermore, incorporating gamification even at the teacher training stage has the potential to embed this approach into the system from the very beginning, thereby shaping more dynamic and future-oriented teaching practices.

Based on the findings and scope of the current study, several suggestions can be made for future research in order of importance. First, since the current research focused exclusively on teachers' perspectives, further studies could incorporate students' views through interviews or reflective journals to gain a more holistic understanding of gamification's impact. Incorporating the students' perspective may help to address limitations regarding overemphasization of teachers. Future studies might also adopt experimental or longitudinal designs to examine the long-term effects of gamification on teachers' instructional practices and student achievement because the actual effects are more clearly seen in long-term studies and this may also help to reduce the tendency in optimistic valuations. In addition, the integration of gamification across different educational contexts—such as primary education or higher education—could be explored to account for age-specific learning dynamics. This may prevent participants from being confined to a specific context. Although a mixed-methods design was employed, increasing the sample size and including a more diverse range

of school types across various regions could enhance the generalizability of the results. Therefore, distribution of participants may be verified and controlled. Lastly, comparative research investigating different gamification tools and platforms may help identify which approaches are most effective in various teaching and learning environments. In this respect, contributions may be made to address teachers' limited experience with gamification.

The current study, while ensuring meaningful insights into EFL teachers' attitudes and intentions regarding their gamification use, has several limitations that should be considered as well.

Firstly, a convenience sampling method was used and 112 participants were recruited via social media which may cause limited representativeness of the sample. Even though there are participants from different regions in Türkiye, specific regional distribution of participants could not be verified or controlled. For instance, if participants work in a cultural environment that is more open to technology and innovation, it is inevitable that their attitude scores will be above average.

Secondly, during the data collection process, some significant challenges were observed. Especially, reaching an adequate number of teachers was challenging. Besides, due to time limitation and lack of engagement with gamification in their own classrooms, possible participants either didn't reply or showed little interest in taking part. Since negative or uninterested teachers did not want to participate in the study, this may have raised the positive attitude scores. Therefore, a prolonged data collection process became inevitable particularly for the qualitative part. A significant amount of time and work for organizing interviews and ensuring participants' availability were required. Furthermore, even though a lot of teachers have an idea about the theory of gamification, the breadth and depth of some responses were influenced by their limited experience in terms of practical implementation. Some teachers' lack of detailed knowledge about gamification, their perception of it as a new method, and their lack of practical experience with its challenges may have caused the scores to skew in an optimistic way. Finally, social desirability bias may be observed because the data was collected as self-reported through a questionnaire. It is possible that some participants may have given answers according to their own truths. They may have focused on the favorability of the answers rather than its correctness because they may want to represent themselves as people who are open to innovation. This situation may have led to higher positive attitude scores than was actually the case. In addition, it can be said that the study lacks students' perspectives and classroom observations which can provide deeper understanding of influence on gamification and enrich the collected data. Therefore, this teacher-centered approach may have overemphasized the positive aspects and failed to reflect the difficulties in the classroom, as it ignored the students' experiences.

In spite of these limitations, the study offers valuable insights into teachers' attitudes and intentions toward gamification, especially within the Turkish EFL context, and serves as a groundwork for future research in the field of language education.

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# APPENDIXES

## Appendix 1: The Questionnaire

### Investigating EFL Teachers' Attitudes and Behavioral Intentions to Use Gamification in Türkiye

Dear Colleague;

As part of my Master's thesis at Karadeniz Technical University, the purpose of this research is to investigate Turkish EFL teachers' attitudes and behavioral intentions to use gamification in their teaching process. For the purpose of this research, this questionnaire will be sent to EFL teachers in Türkiye. I would be grateful if you complete this questionnaire. Your participation is completely voluntary, and you can withdraw at any time. It will not take you more than 15 minutes. There are no right and wrong answers and the information provided is strictly confidential. Your responses will only be used for research.

If you have any questions please do not hesitate to contact me. Thank you in advance for your cooperation.

Kind regards,

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\*\*\*\*\*

Applied Linguistics M.A student

Karadeniz Technical University

#### *A. Demographic Information*

Please choose the appropriate one.

1. Age ...
2. Gender
  - ☐ Male
  - ☐ Female
  - ☐ Do not want to specify
3. Years of teaching experiences
  - ☐ 0-5
  - ☐ 6-10
  - ☐ 11-15
  - ☐ 15+
4. What is your highest level of education?
  - ☐ Bachelor's Degree
  - ☐ Master's Degree
  - ☐ Doctoral Degree
5. School (current employment)
  - ☐ Public
  - ☐ Private
  - ☐ Foreign language institute

## Appendix 1: (Continued)

### 6. Major

- ELT (English Language Teaching)
- ELL (English Language and Literature)
- ACL (American Cultures and Literature)
- ETI (English Translation and Interpreting)
- others

#### *B. Attitudes and Intentions of Using Gamification Tools in EFL Teaching*

*Gamification is the process of applying features and strategies from games to a non-gaming context in order to actively involve people in a certain topic.*

**Please choose the appropriate answers (strongly disagree=1, disagree=2, neither agree nor disagree=3, agree=4, strongly agree=5).**

1. Using gamification tools (e.g., kahoot, quizzex, quizlet etc.) increase students' engagement.

1 (Strongly  
Disagree)

2 (Disagree)

3 (Neutral)

4 (Agree)

5 (Strongly  
Agree)

2. Using gamification tools (e.g., kahoot, quizzex, quizlet etc.) increase students' sense of **autonomy**.

1 (Strongly  
Disagree)

2 (Disagree)

3 (Neutral)

4 (Agree)

5 (Strongly  
Agree)

3. Using gamification tools (e.g., kahoot, quizzex, quizlet etc.) help students to increase their **grades**.

1 (Strongly  
Disagree)

2 (Disagree)

3 (Neutral)

4 (Agree)

5 (Strongly  
Agree)

4. Using gamification tools (e.g., kahoot, quizzex, quizlet etc.) increase students' **motivation**.

1 (Strongly  
Disagree)

2 (Disagree)

3 (Neutral)

4 (Agree)

5 (Strongly  
Agree)

5. Using gamification tools (e.g., kahoot, quizzex, quizlet etc.) is **useful** in my courses.

1 (Strongly  
Disagree)

2 (Disagree)

3 (Neutral)

4 (Agree)

5 (Strongly  
Agree)

6. Working with gamification tools (e.g., kahoot, quizzex, quizlet etc.) is **fun**.

1 (Strongly  
Disagree)

2 (Disagree)

3 (Neutral)

4 (Agree)

5 (Strongly  
Agree)

7. Teaching English with gamification tools (e.g., kahoot, quizzex, quizlet etc.) is a **burden** for me.

1 (Strongly  
Disagree)

2 (Disagree)

3 (Neutral)

4 (Agree)

5 (Strongly  
Agree)

### Appendix 1: (Continued)

8. Traditional classroom activities are more beneficial than gamification.

|                       |              |             |           |                    |
|-----------------------|--------------|-------------|-----------|--------------------|
| 1 (Strongly Disagree) | 2 (Disagree) | 3 (Neutral) | 4 (Agree) | 5 (Strongly Agree) |
|-----------------------|--------------|-------------|-----------|--------------------|

9. Gamification tools (e.g., kahoot, quizzex, quizlet etc.) should be a part of the language teaching curriculum.

|                       |              |             |           |                    |
|-----------------------|--------------|-------------|-----------|--------------------|
| 1 (Strongly Disagree) | 2 (Disagree) | 3 (Neutral) | 4 (Agree) | 5 (Strongly Agree) |
|-----------------------|--------------|-------------|-----------|--------------------|

10. Using gamification tools (e.g., kahoot, quizzex, quizlet etc.) is a good idea.

|                       |              |             |           |                    |
|-----------------------|--------------|-------------|-----------|--------------------|
| 1 (Strongly Disagree) | 2 (Disagree) | 3 (Neutral) | 4 (Agree) | 5 (Strongly Agree) |
|-----------------------|--------------|-------------|-----------|--------------------|

11. I can use gamification tools (e.g., kahoot, quizzex, quizlet etc.) in my class.

|                       |              |             |           |                    |
|-----------------------|--------------|-------------|-----------|--------------------|
| 1 (Strongly Disagree) | 2 (Disagree) | 3 (Neutral) | 4 (Agree) | 5 (Strongly Agree) |
|-----------------------|--------------|-------------|-----------|--------------------|

12. I can use gamification tools (e.g., kahoot, quizzex, quizlet etc.) for assessment processes.

|                       |              |             |           |                    |
|-----------------------|--------------|-------------|-----------|--------------------|
| 1 (Strongly Disagree) | 2 (Disagree) | 3 (Neutral) | 4 (Agree) | 5 (Strongly Agree) |
|-----------------------|--------------|-------------|-----------|--------------------|

13. I can use my teaching time effectively while implementing gamification.

|                       |              |             |           |                    |
|-----------------------|--------------|-------------|-----------|--------------------|
| 1 (Strongly Disagree) | 2 (Disagree) | 3 (Neutral) | 4 (Agree) | 5 (Strongly Agree) |
|-----------------------|--------------|-------------|-----------|--------------------|

14. I feel confident while implementing gamification into my lessons.

|                       |              |             |           |                    |
|-----------------------|--------------|-------------|-----------|--------------------|
| 1 (Strongly Disagree) | 2 (Disagree) | 3 (Neutral) | 4 (Agree) | 5 (Strongly Agree) |
|-----------------------|--------------|-------------|-----------|--------------------|

15. When I come across a problem during the implementation process I can manage it easily.

|                       |              |             |           |                    |
|-----------------------|--------------|-------------|-----------|--------------------|
| 1 (Strongly Disagree) | 2 (Disagree) | 3 (Neutral) | 4 (Agree) | 5 (Strongly Agree) |
|-----------------------|--------------|-------------|-----------|--------------------|

16. I need additional resources and support for implementing gamification more effectively.

|                       |              |             |           |                    |
|-----------------------|--------------|-------------|-----------|--------------------|
| 1 (Strongly Disagree) | 2 (Disagree) | 3 (Neutral) | 4 (Agree) | 5 (Strongly Agree) |
|-----------------------|--------------|-------------|-----------|--------------------|

17. I think I will use gamification tools (e.g., kahoot, quizzex, quizlet etc.) more often in my next language classes.

|                       |              |             |           |                    |
|-----------------------|--------------|-------------|-----------|--------------------|
| 1 (Strongly Disagree) | 2 (Disagree) | 3 (Neutral) | 4 (Agree) | 5 (Strongly Agree) |
|-----------------------|--------------|-------------|-----------|--------------------|

### Appendix 1: (Continued)

18. I intend to use gamification tools (e.g., kahoot, quizzex, quizlet etc.) in my next language classes.

|                       |              |             |           |                    |
|-----------------------|--------------|-------------|-----------|--------------------|
| 1 (Strongly Disagree) | 2 (Disagree) | 3 (Neutral) | 4 (Agree) | 5 (Strongly Agree) |
|-----------------------|--------------|-------------|-----------|--------------------|

19. I plan to use gamification tools (e.g., kahoot, quizzex, quizlet etc.) in my next language classes.

|                       |              |             |           |                    |
|-----------------------|--------------|-------------|-----------|--------------------|
| 1 (Strongly Disagree) | 2 (Disagree) | 3 (Neutral) | 4 (Agree) | 5 (Strongly Agree) |
|-----------------------|--------------|-------------|-----------|--------------------|

20. I'm curious to investigate new approaches to gamification in language teaching.

|                       |              |             |           |                    |
|-----------------------|--------------|-------------|-----------|--------------------|
| 1 (Strongly Disagree) | 2 (Disagree) | 3 (Neutral) | 4 (Agree) | 5 (Strongly Agree) |
|-----------------------|--------------|-------------|-----------|--------------------|

21. I am willing to learn the experience of gamification tools (e.g., kahoot, quizzex, quizlet etc.) from others.

|                       |              |             |           |                    |
|-----------------------|--------------|-------------|-----------|--------------------|
| 1 (Strongly Disagree) | 2 (Disagree) | 3 (Neutral) | 4 (Agree) | 5 (Strongly Agree) |
|-----------------------|--------------|-------------|-----------|--------------------|

22. I am willing to learn the experience of gamification tools (e.g., kahoot, quizzex, quizlet etc.) from the Internet.

|                       |              |             |           |                    |
|-----------------------|--------------|-------------|-----------|--------------------|
| 1 (Strongly Disagree) | 2 (Disagree) | 3 (Neutral) | 4 (Agree) | 5 (Strongly Agree) |
|-----------------------|--------------|-------------|-----------|--------------------|

23. I am happy to share my experiences of using gamification tools (e.g., kahoot, quizzex, quizlet etc.) with others.

|                       |              |             |           |                    |
|-----------------------|--------------|-------------|-----------|--------------------|
| 1 (Strongly Disagree) | 2 (Disagree) | 3 (Neutral) | 4 (Agree) | 5 (Strongly Agree) |
|-----------------------|--------------|-------------|-----------|--------------------|

24. For the implementation process, it is a problem that some tools (quizzes, quizlet, wordwall) need to be paid for further access.

|                       |              |             |           |                    |
|-----------------------|--------------|-------------|-----------|--------------------|
| 1 (Strongly Disagree) | 2 (Disagree) | 3 (Neutral) | 4 (Agree) | 5 (Strongly Agree) |
|-----------------------|--------------|-------------|-----------|--------------------|

25. There is limited time for using gamification in class.

|                       |              |             |           |                    |
|-----------------------|--------------|-------------|-----------|--------------------|
| 1 (Strongly Disagree) | 2 (Disagree) | 3 (Neutral) | 4 (Agree) | 5 (Strongly Agree) |
|-----------------------|--------------|-------------|-----------|--------------------|

26. It takes an extensive amount of planning time to implement gamification in the classroom.

|                       |              |             |           |                    |
|-----------------------|--------------|-------------|-----------|--------------------|
| 1 (Strongly Disagree) | 2 (Disagree) | 3 (Neutral) | 4 (Agree) | 5 (Strongly Agree) |
|-----------------------|--------------|-------------|-----------|--------------------|

### Appendix 1: (Continued)

27. My classroom setting is not appropriate for using gamification.

|                       |              |             |           |                    |
|-----------------------|--------------|-------------|-----------|--------------------|
| 1 (Strongly Disagree) | 2 (Disagree) | 3 (Neutral) | 4 (Agree) | 5 (Strongly Agree) |
|-----------------------|--------------|-------------|-----------|--------------------|

28. My school has limited technological capacities.

|                       |              |             |           |                    |
|-----------------------|--------------|-------------|-----------|--------------------|
| 1 (Strongly Disagree) | 2 (Disagree) | 3 (Neutral) | 4 (Agree) | 5 (Strongly Agree) |
|-----------------------|--------------|-------------|-----------|--------------------|

29. Students focus more on games rather than language learning.

|                       |              |             |           |                    |
|-----------------------|--------------|-------------|-----------|--------------------|
| 1 (Strongly Disagree) | 2 (Disagree) | 3 (Neutral) | 4 (Agree) | 5 (Strongly Agree) |
|-----------------------|--------------|-------------|-----------|--------------------|

30. Teachers around me who are good at using gamification tools (e.g., kahoot, quizzex, quizlet etc.) will have more respect.

|                       |              |             |           |                    |
|-----------------------|--------------|-------------|-----------|--------------------|
| 1 (Strongly Disagree) | 2 (Disagree) | 3 (Neutral) | 4 (Agree) | 5 (Strongly Agree) |
|-----------------------|--------------|-------------|-----------|--------------------|

31. Teachers who can use gamification tools (e.g., kahoot, quizzex, quizlet etc.) in teaching will be appreciated by colleagues.

|                       |              |             |           |                    |
|-----------------------|--------------|-------------|-----------|--------------------|
| 1 (Strongly Disagree) | 2 (Disagree) | 3 (Neutral) | 4 (Agree) | 5 (Strongly Agree) |
|-----------------------|--------------|-------------|-----------|--------------------|

32. My colleagues think using gamification to support teaching is a good idea.

|                       |              |             |           |                    |
|-----------------------|--------------|-------------|-----------|--------------------|
| 1 (Strongly Disagree) | 2 (Disagree) | 3 (Neutral) | 4 (Agree) | 5 (Strongly Agree) |
|-----------------------|--------------|-------------|-----------|--------------------|

33. My school manager thinks I should use gamification to support teaching.

|                       |              |             |           |                    |
|-----------------------|--------------|-------------|-----------|--------------------|
| 1 (Strongly Disagree) | 2 (Disagree) | 3 (Neutral) | 4 (Agree) | 5 (Strongly Agree) |
|-----------------------|--------------|-------------|-----------|--------------------|

34. Parents think I should use gamification to support teaching.

|                       |              |             |           |                    |
|-----------------------|--------------|-------------|-----------|--------------------|
| 1 (Strongly Disagree) | 2 (Disagree) | 3 (Neutral) | 4 (Agree) | 5 (Strongly Agree) |
|-----------------------|--------------|-------------|-----------|--------------------|

### C. Frequency of Gamification Used

**Please choose the appropriate one.**

**How often do you use gamification techniques and tools (e.g., Kahoot, Quizzex, Quizlet etc.) in your language classes?**

- ☐ Never
- ☐ Rarely
- ☐ Sometimes

## **Appendix 1: (Continued)**

- ☐ Often
- ☐ Always

### *D. Types of Gamification Used*

**Please choose the appropriate box/boxes.**

**Which types of gamification tools are you familiar with in your teaching?**

- ☐ Kahoot
- ☐ Socrative
- ☐ Quizzes
- ☐ Quizlet
- ☐ Wordwall
- ☐ Educaplay
- ☐ ClassDojo
- ☐ Google classroom
- ☐ Others

### *E. Purpose of Gamification Used*

**Please choose the appropriate box/boxes.**

**How do you use gamification tools in your teaching ?**

- ☐ teaching a subject
- ☐ reviewing a subject
- ☐ feedback
- ☐ quiz
- ☐ evaluation
- ☐ just for fun
- ☐ in class activities
- ☐ motivating students
- ☐ activating background knowledge
- ☐ for collaborative learning
- ☐ others

### *F. Game Elements*

**Please choose the appropriate box/boxes.**

**Which game elements are useful for your classes?**

- ☐ Badges
- ☐ Points
- ☐ Leaderboards
- ☐ Competition
- ☐ Level
- ☐ Challenges
- ☐ Cooperation
- ☐ Reward system
- ☐ Others

## Appendix 1: (Continued)

If you have anything to add about the subject, feel free to write your opinions below. Thank you for your cooperation.

.....

**For the second phase of this study, follow up interviews will be conducted in order to get detailed information. If you are interested, please tick the box and provide email address below, and the researcher will reach out to you with further information.**

- ☐ I want to participate

Your e-mail address

.....



## Appendix 2: Interview Questions

1. Oyunlaştırma (gamification) uygulamalarının İngilizce öğretimindeki yeri ile ilgili düşünceleriniz nelerdir? Eğer oyunlaştırma kullanmıyorsanız, derslerinizde bundan kaçınmanıza ne sebep oldu?
2. Oyunlaştırmanın öğrencilerin İngilizce öğrenme motivasyonunu ve katılımını etkileyebileceğini düşünüyor musunuz? Eğer kullanmadıysanız, öğrenci katılımını sağlamak için başka hangi stratejilere güveniyorsunuz?
3. Derslerinizde oyunlaştırma kullanmayı tercih ettiğiniz zamanlarda ne tür zorluklarla karşılaştınız? Bu zorluklar sizi oyunlaştırma kullanmaktan alıkoymdu mu?
4. Sizce oyunlaştırmayı İngilizce derslerinde kullanmanın temel avantajları ve dezavantajları nelerdir? Eğer kullanmıyorsanız, bunun temel nedenleri nelerdir?
5. Derslerinizde oyunlaştırmayı kullanmak için yeterince hazırlıklı hissediyor musunuz? Hangi ek destek veya kaynaklar bunu uygularken kendinizi daha rahat hissetmenizi sağlar?
6. Oyunlaştırma kullandığınız zamanlarda öğrencilerinizden olumlu/olumsuz ne tür geri bildirimler aldınız. Eğer bu uygulamayı kullanmıyorsanız, öğrencileriniz daha fazla oyun tabanlı öğrenme etkinliği istiyor ya da bunlara ilgi gösteriyor mu?
7. Meslektaşlarınız veya okul yönetiminin tepkileri sizin bu uygulamaya karşı tutumunuzu etkileyebileceğini düşünüyor musunuz? Bunu benimsemek için baskı hissediyor musunuz yoksa mevcut yöntemlerinizle devam etmekte kendinizi rahat mı hissediyorsunuz?
8. Sizce dil öğrenimi için oyunlaştırma kullanmanın muhtemel dezavantajları veya sınırlamaları nelerdir? Bu sınırlılıklar öğretim kararlarınızı nasıl etkiliyor?
9. Oyunlaştırmayı kullanmanızı engelleyen zaman, kaynak, teknolojik sınırlamalar gibi iç veya dış faktörler var mı? Bu sınırlamalar oyunlaştırma kullanmaya yönelik yaklaşımınızı nasıl etkiliyor?
10. Geleceğe yönelik baktığımızda, oyunlaştırmayı derslerinize sistematik bir şekilde dahil etmeyi düşünür müsünüz? Eğer düşünmüyorsanız, gelecekte bu uygulamayı kullanmayı istemeniz için ne gibi değişiklikler olması gerekir?

## **CURRICULUM VITAE**

After graduating from Akçaabat Anatolian Teacher High School, she started her undergraduate studies in the Department of English Language Teaching at Eskişehir Osmangazi University and graduated in 2021. In 2022, she began her masters' degree in Applied Linguistics at Karadeniz Technical University.

She is single and has proficiency in English.

