REPUBLIC OF TURKIYE

AMASYA UNIVERSITY

INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

DIVISION OF ENGLISH LANGUAGE TEACHING

A CROSS-SECTIONAL INQUIRY INTO EFL STUDENTS' PERCEPTIONS ON GAMIFICATION

Master's Thesis

MUHAMMED EMİN BAYTEKİN

AMASYA

October-2022

T.C.
AMASYA ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI
İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI

YABANCI DİL OLARAK İNGİLİZCE ÖĞRENCİLERİNİN OYUNLAŞTIRMA ALGILARI ÜZERİNE KESİTSEL BİR ARAŞTIRMA

Hazırlayan
Muhammed Emin BAYTEKİN

Tez Danışmanı
Dr. Öğr. Üyesi Hayriye AVARA

AMASYA-2022

Dedicated to my family

ETİK BEYAN

Tezimin içerdiği yenilik ve sonuçları başka bir yerden almadığımı ve bu tezi AÜ Sosyal Bilimler Enstitüsü'nden başka bir bilim kuruluşuna akademik gaye ve unvan almak amacıyla vermediğimi; tez içindeki bütün bilgilerin etik davranış ve akademik kurallar çerçevesinde elde edilerek sunulduğunu, ayrıca tez yazım kurallarına uygun olarak hazırlanan bu çalışmada kullanılan her türlü kaynağa eksiksiz atıf yapıldığını, bu tezde sunduğum çalışmanın özgün olduğunu bildirir, aksinin ortaya çıkması durumunda aleyhime doğabilecek tüm hak kayıplarını kabullendiğimi beyan ederim. 10/10/2022

Muhammed Emin BAYTEKİN

TEZ ONAY SAYFASI

Muhammed Emin BAYTEKİN tarafından hazırlanan "A Cross-Sectional Inquiry into EFL Students' Perceptions on Gamification" başlıklı bu çalışma aşağıdaki jüri tarafından oy birliği ile 29/09/2022 tarihinde yapılan savunma sınavı sonucunda Amasya Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Bilim Dalı'nda Yüksek Lisans Tezi olarak kabul edilmiştir.

Jüri		**İmza**
Danışman:	Dr. Öğr. Üyesi Hayriye AVARA	……...
Üye:	Doç. Dr. Erkan YÜCE	……...
Üye:	Dr. Öğr. Üyesi Ayfer SU BERGİL	……...

ONAY

Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduğunu onaylarım. …/09 /2022

İmza

Doç. Dr. Hasan YERKAZAN

Sosyal Bilimler Enstitüsü Müdürü

ABSTRACT

A CROSS-SECTIONAL INQUIRY INTO EFL STUDENTS' PERCEPTIONS ON GAMIFICATION

Muhammed Emin BAYTEKİN

Amasya University, Institute of Social Sciences

Department of Foreign Languages Education, M.A., September/2022

Supervisor: Asst. Prof. Dr. Hayriye AVARA

As of 2022, people started to regard playing games as an everyday pastime. High school students have more alternatives than only PC and smartphone games now that educational games started to ingratiate themselves into many facets of life. Games have an impact on people's social lives as well as their educational lives. Therefore, in a setting where people are continuously surrounded by games, educators cannot help but incorporate the gamification strategy into their classroom activities. The study's goal is to determine how EFL students perceive the impacts of gamification on language acquisition. Participants in the study were given a 29-item questionnaire where they were asked to submit their thoughts on the gamification method. High school students with at least a year of gamification experience were the study's target group. The data for this study was gathered using Google Docs. All data were analyzed using the SPSS program, and the results, along with a conclusion and recommendations, were presented in the sections that follow. The data gathered in this study highlighted the emotional, personal, and educational perceptions of high school learners toward the gamification method.

Keywords: Gamification method, Educational games, Language learning, EFL

ÖZET

YABANCI DİL OLARAK İNGİLİZCE ÖĞRENCİLERİNİN OYUNLAŞTIRMA ALGILARI ÜZERİNE KESİTSEL BİR ARAŞTIRMA

Muhammed Emin BAYTEKİN

Amasya Üniversitesi, Sosyal Bilimler Enstitüsü

Yabancı Diller Eğitimi Anabilim Dalı, Yüksek Lisans, Eylül/2022

Danışman: Dr. Öğr. Üyesi Hayriye AVARA

2022 yılı itibariyle insanlar, oyun oynamayı günlük bir faaliyet olarak değerlendirmeye başladılar. Eğitici oyunlar, hayatın her alanında etkin olmaya başladığından; lise öğrencileri, bilgisayar ve akıllı telefonlardan çok daha fazla alternatife sahipler. Şimdilerde oyunlar, insanların Sosyal hayatında olduğu gibi, eğitim hayatında etkindirler. Bu sebepten, insanların hayatının oyunlarla çevrelendiği bir ortamda, eğitimcilerin oyunlaştırma metotlarını eğitim yöntemlerine dahil etmesi kaçınılmazdır. Tezin amacı; oyunlaştırma metodunun, lise öğrencilerinin yabancı dil öğrenimlerine algısını tanımlamaktır. 29 sorudan oluşan ankette, öğrenciler oyunlaştırma metoduyla ilgili hissettiklerini işaretlemeleri istenmiştir. Araştırmanın hedef grubu; en az bir yıllık oyunlaştırma tecrübesine sahip lise öğrencileridir. Araştırma verileri Google Docs yardımıyla toplanmıştır. Toplanan tüm veri, SPSS program ile analiz edilmiş ve sonuçlar, değerlendirme ve önerilerle birlikte, ilerleyen bölümlerde gösterilmiştir.

Anahtar Kelimeler: Oyunlaştırma metodu, Eğitici oyunlar, Dil öğrenimi, Dil eğitimi

PREFACE

The completion of this thesis could not have been possible without the assistance of so many people whose names might not be mentioned here.

Firstly, I would like to express my gratitude to my advisor, Asst. Prof. Dr. Hayriye AVARA for her understanding and assistance throughout my journey. Without her perfect vision, this thesis may not have been completed. I would like thank Asst. Prof. Dr. Erkan YUCE for giving detailed advice and helpful feedback that led to improvements in my thesis. I would also like to thank my dearest lecturer, Asst. Prof. Dr. Ayfer SU BERGİL who has enlightened the way I have proceeded in my academic career.

I also thank my friend Muhammet ÖCEL who has always been there for me since the beginning of my bachelor's degree, my former roommate, classmate, and brother. I would like to express my gratitude to my great colleague, manager, and more like brother, Gökhan MUMCU for believing in me and reminding me of good days at the end.

Lastly but most importantly, I would like to deeply thank to my dearest wife Şeyma who has always supported me during my academic journey and will be there upcoming years. I also would like to mention a name who has been my luck for 8 months, my dearest daughter Ayşe. Finally, I would like to express my infinite love and gratitude to my father, Hasan Fehmi, and my mother, Esma, who have always believed in me.

Muhammed Emin BAYTEKİN

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

MDA : Mechanic & Dynamics & Aesthetic

CALL : Computer Assisted Language Learning

PR : Positive Reinforcement

NR : Negative Reinforcement

ARCS : Attention & Relevance & Confidence & Satisfaction

QR : Quick Response

LAD : Language Acquisition Device

TPR : Total Physical Response

OER : Open Educational Resource

EFL : English as a Foreign Language

CHAPTER I

1. INTRODUCTION

This dissertation focuses on the gamification technique and how high school students perceive it in terms of foreign language learners.

1.1. Aim of the Study

The goal of this research is to investigate the perceptions of high school students towards the integration of gamification methods in EFL classes. The participants of the study are high school students that are familiar with the gamified learning environment. Perceptions of personal, educational, and motivational aspects of the learners were analyzed. Due to the COVID-19 pandemic, a large number of students throughout the world became familiar with the gamification method after two years of distance learning. In this study, students' reactions to the gamification strategy were examined.

1.2. Importance of the Research

The digital natives, who were born during the age of digital technology, became the learners in 2022. As a result, it is critical to alter the instructional environment to meet their requirements. As related research shows, in addition to digital natives, learners from other generations also opt to learn through gamification. The importance of aiding students in their educational aspirations was emphasized by the findings of the present study as well as similar ones. Thinking about the fact that, digital natives are the teachers as of 2022, implementing the gamification technique into the language classes is inevitable. The study's findings imply that the gamification approach may affect learners' attitudes and choices across a variety of disciplines, not simply in the study of foreign languages. This study aims to shed insight on high school EFL students' opinions on the gamification approach.

1.3. Assumptions of the Research

- In this study, it is anticipated that the gamified learning environment and its impacts are advantageous for the high school students' language acquisition.
- Positive student perspectives, a positive learning atmosphere, students' aspirations to employ games in their learning, and students' willingness to incorporate the gamification technique into other subjects are all considered conclusive.
- Lack of equipment, materials and time is another foresight for this research. Gamified learning process requires basic technological devices, internet connection,

personal computers, or cell phones, unfortunately some of the learners may not afford them to implement into their learning atmosphere.

1.4. Research Question

The research question of this study and sub-questions supporting the main question are formulated as follows:

- What are the perceptions of EFL learners towards the gamification method?
    - *Are there significant differences in terms of learners' perceptions related to their gender and grade?*
    - *What are the motivational perceptions of EFL learners towards the gamification method?*
    - *What are the educational perceptions of EFL learners about the gamification method?*
    - *What are the EFL learners' personal perceptions of the gamification method?*

1.5. Limitations of the Research

The content of the study is only composed of the data collected via the questionnaire, which is a highly comprehensive questionnaire. Also, most teachers are not able to conduct a gamified learning environment for their students, so it is difficult to collect data from them about the difficulties or advantages of the gamification methods.

CHAPTER II

2. LITERATURE REVIEW

In this chapter of the study, some basic elements related to the gamification method, definitions of terms, importance of the gamification method, theories supporting the ideas, design elements, gamified elements, applications to be used in gamified lessons, historical foundation, and criticism of the gamification method were analyzed.

2.1. Definition of Games, the Gamification Method, and Educational Games

Some terms, such as "the game," "the gamification method," and "educational games," should be clarified before examining the benefits of the gamification method. Even though they appear to reflect the same qualities, they have differences. These distinctions were addressed in the next sections.

2.1.1. Games

According to Abt (1970), a game is one that lays a significant emphasis on learning and allows students to relate their learning to their daily lives. The use of games in general, as well as gamification, was shown to be one of the most effective strategies for motivating students and increasing their commitment and excitement while learning (Jackson & McNamara, 2013; McAlister, & Mulder, 2016; Millis et al., 2017; Noroozi et al., 2016; Noroozi & Shaffer, 2007).

2.1.2. The Gamification Method

Gamification is the strategy of using game components to assist learners in achieving a given objective. A badge, for example, is given to someone who successfully logs into a computer program. Earning a badge is a game feature, however in this case, it is unrelated to other game procedures such as progressing to the next level, completing a puzzle, or matching two or more things (Kapp, 2012). Scholars deemed the gamification strategy to be one of the most successful methods to use in the classroom. Gamification is accepted as one of the most pleasant, engaging, and effective LESL strategies by several scholars (Lui, 2014; Munday, 2016; Nahmod, 2017; Perry, 2015; Sundqvist & Wikstrom, 2015). Gamification is a relatively new concept that is sometimes referred to in non-game contexts as the use of game elements to construct enjoyable, fun, and inspiring learning environments for learners. Educational games differ from gamification because gamification

is a relatively new concept (Baptista & Oliveira, 2018; Deterding & Dixon, et al., 2011; Deterding & Dixon, et al., 2011; Kapp, 2012; Priebatsch, 2010; Schonfeld, 2010; Werbach, 2014; Werbach & Hunter, 2015).

2.1.3. Educational Games

The instructional game utilizes game dynamics that might pique users' attention (Lamb et al., 2018; Song & Zhang, 2008). Serious and instructive games may both be used to develop players' abilities and knowledge (Stege, Van L., & Spronck, 2011). The primary purpose of educational games is to encourage learners to be interested in and motivated during lessons. Learners' learning processes become more successful with the support of motivation and encouragement.

2.2. Terms Related to the Gamification Method

Teachers need to be familiar with some terms related to the gamification method to be able to utilize in their professional processes.

2.2.1. Gamification

Gamification is a technique for bringing a game experience into a non-gaming learning situation. It is a "trigger" for engagement, enjoyment, and learning, according to Korkealehto and Siklander (2018). Caponetto and Ott (2014) described the gamification as a gaining traction in a variety of industries, including business, organizational management, in-service training, health, social policy, and education.

2.2.2. Game-Based Learning

In game-based learning, educational games are integrated into the teaching and learning process. Game-based learning is a required approach that should be implemented to every syllabus to excite learners and make classes more successful.

2.2.3. Mobile Learning

Mobile learning is a learning strategy that uses wireless and mobile technologies to make learning more convenient. In the year 2020, practically every pupil and instructor carry their mobile devices with them everywhere they go. As a result, including these gadgets into the learning and teaching process is extremely beneficial in terms of improving education.

2.2.4. E-Learning and Gamification

Gamification was blended with e-learning thanks to technological advancements. Gamified classes were produced utilizing e-learning systems, especially since the Covid-19 pandemic. In e-learning, the metaphor of engagement is stressed. In the learning process, it emphasizes the significance of cooperation and communication (Amriani et al., 2013). Even though e-Learning is one of the most cutting-edge educational technologies, emotional engagement with users is still lacking. This worry emphasizes how poorly the system's feeling of involvement is perceived. Gamification, on the other hand, was created with the intention of involving and engaging people in the system. Its main goal is to improve user engagement by employing game-like features such as scoreboards and personalized quick feedback (Flatla, 2011). Combining gamification and e-learning may aid in the creation of a learning environment that can encourage, engage, and prompt students to finish their assignments.

2.2.5. CALL (Computer Assisted Language Learning)

Levy (1997) defines Computer Assisted Language Learning as "the search for and study of computer applications in language teaching and learning." Computers were the sole instrument that could be integrated into the learning and teaching environment long before mobile devices became ubiquitous and prevalent. Until the 2010s, the only option to incorporate the gamification technique into the classroom environment was through computer-assisted language learning. Due to the rapid growth of CALL, second language instructors and researchers must deal with increasing pressure to become more technologically oriented, as well as an increase in the number of mobile apps (Godwin-Jones, 2019). Godwin is a character in the film Godwin (2019). Today, mobile applications and computer-assisted tools are merged, and they are considered quite important in the classroom.

2.2.6. Open Educational Resources (OER)

Open Educational Resources (OER) are educational resources that allow people to freely facilitate them. Wikipedia, Google, and blogs are the primary websites via which we may quickly access open educational resources. Learners can benefit from gamification even when they are not in a classroom. Learners can utilize videogames or mobile games as learning aids. There are certain benefits of video games for learners, according to Gee (2003); successful video games give learners the knowledge they require. For example, excellent video games can help foreign language learners reach their objectives. Effective video games may give their players challenges and activities that may keep them engaged

throughout the game. Effective video games assist their players in developing creative abilities. Effective video games teach their players how to solve progressively difficult challenges. Users can confront several challenges in effective video games, and after they accomplish one, they can go on to the next one. This is referred to as a "cycle of mastery" by Gee (2003). The learning environment, according to Kotob and Ibrahim (2019), should include a variety of variables that increase motivation. Participation should be established, habits should be developed, and competence should be promoted. The relationship between the instructor and the student is also very significant, and this relationship is largely determined by the classroom setting. Aside from the gamification method, various concepts and philosophies govern the classroom environment. Kotob and Ibrahim (2019) listed as.

2.3. Principles and Theories Supporting the Gamification Method

There are several concepts and theories supporting the gamification method in the literature; in the following section, principles and theories supporting the gamification method are mentioned.

2.3.1. Skinner’s Reinforcement Theory

According to Skinner (1948), a behavior must be reinforced in order to be permanent; otherwise, it would diminish. According to Skinner, there are three types of responses to behavior: neutral operant reinforcers, operant reinforcers, and punishers. The behavior of neutral ones is unaffected. Reinforcers can have a good or negative effect on behavior. Positive reinforcement is used to make desired behavior permanent by telling the learner, "You are fantastic, here is your cookie." Negative reinforcement is also employed to make behavior permanent, but this time the undesirable condition is removed, such as when pupils do not complete an assignment and must return the sweets they took earlier (McLeod, 2007). Punishers make sure that certain actions don't happen again.

2.3.2. Expectancy-Value Theories

According to expectation-value theories, two fundamental aspects influence behavior. The first is how individuals react to their personal ideas and aspirations, and the second is the level of trust required to complete a mission. Learners' motivation is shaped by their views about finishing a task. Furthermore, is not it true that motivation is contingent on an understanding of what they're doing? Their chances of completing a task increase if their expectations match their motivation and circumstance.

2.3.3. Self-Determination Theory

According to self-determination, motivation varies in both amount and efficiency. Their drive is based on their internal sentiments at first, but extrinsic incentive takes over after a few years. Most students use extrinsic incentive, such as prizes, to accomplish a task. Selecting an approach that appeals to them may elicit their innate motivation.

2.3.4. Attention, Relevance, Confidence, Satisfaction Model of Motivational Design Theories (Keller)

Four components increase classroom motivation, according to Keller (1987): attention, relevance, confidence, and satisfaction. Each of these aspects may be promoted in a different way. An exciting event or item that is utilized at the start might help to attract attention. Relevance is mostly concerned with real-life situations. If a lesson is relevant to students' life, they pay attention. Confidence is a term used to describe how learners feel about the lesson's goals/targets. They are ready to go forward if they are confident in the results of the lesson. Because learners need to be complemented and rewarded for their efforts, the teacher is largely accountable for student happiness.

2.3.5. Control Theory

According to Glasser (1986), the control theory is a motivation theory. The learning process, according to this viewpoint, is determined by the learners' desires. Every learner has a unique approach to affecting their learning outcomes. If teachers' aspirations are realized, they may be able to attain their teaching goals. Control Theory lays us a framework for understanding how people adopt behaviors to establish control over their environment. The emphasis is on the framework. Glasser (1986) does not go into much detail on brain research. Rather, he proposes a model for understanding why people behave the way they do and how conduct relates to the urge to exert control over the environment. Control Theory provides us with a comprehensive, holistic understanding of interactions.

2.3.6. Theory of Flow

Flow is a multidisciplinary area of study that includes positive psychologists, cognitive psychologists, artists, athletes, scientists, sociologists, and anthropologists concerned in altered consciousness, spiritual feelings, and rituals throughout civilizations. In education, flow is a psychological term that describes a condition in which students are completely focused on the job at hand. Also, flow is a psychological condition that people achieve when they are immersed in an action that is both adequately difficult for their skill level and results in intense attention on a task. This can lead to profound learning and a high level of personal and professional fulfillment. Teachers should choose appropriate tasks for their students to help them find the correct way and suit their needs.

2.3.7. Needs Theory

To complete the learning, Maslow (1943) proposes a hierarchy of requirements. And these requirements must be met before learning can begin. The hierarchy of needs is divided into five tiers.

Physiological Requirements: It is essential for teachers to consider their learners' physiological needs while setting up a learning & teaching environment. A learning atmosphere appealing to learners' needs creates more efficient learning outcomes.

Safety Needs: Learners, especially young and teenage learners, seek for a place in which they have the feeling of safety. Having this comfort zone makes them better learners and individuals. Therefore, teachers need to facilitate their processes with elements helping learners to feel secure.

Love And Belonging: One of the key points of motivation is to love the thing you are dealing with or feeling belonging. If learners love their subjects and feel belonging towards the learning environment, their success is going to increase accordingly.

Esteem: Having esteem for the lesson or subject helps learners overcome their phycological barriers. Difficulties or other impacts can easily be overcome by learners if they esteem for teachers and the subject.

Self-actualization: Learners may simply determine what to do or not do for their vocations or learning experiences after completing each of the steps above, which include esteem, love, belonging, safety, and physiological demands. Knowing one's goals and choosing a learning route is critical in a learning environment.

This list of demands encompasses practically everything, from the most fundamental (air, water, etc.) to the most sophisticated (respect, self-esteem, etc.) Teachers should consider these elements while ensuring that each student meets his or her needs prior to the learning session.

2.3.8. Social Learning Theory

When Bandura (1997) introduced his thesis, it became the slogan to be affected by others. Others' behavior and learning, according to his idea, are impacted by those around us. When pupils see positive consequences of their actions, they are more likely to repeat them. As a result, instructors' reinforcements and attitudes toward pupils are quite important.

After reading about gamification and associated concepts, as well as some basic pedagogical features of learning, it is obvious that gamification method-based learning meets most of pedagogy's objectives. According to the literature review, the common goals of the gamification method and pedagogical subjects are to motivate students, enrich the learning environment, realize their needs, assist them in gaining confidence, fulfill learning desires, make learning permanent, make learning meaningful, make learning fun, and increase students' feelings.

2.4. Historical Foundations of Gamification

The gamification technique had already been used in social life when it was introduced in the education field. It is nearly impossible to trace back the origins of the gamification method, However Kim (2015) collected useful information about the history of the usage of gamification method. There were some attempts to decide the gamification method in an effective way. Sperry and Hutchinson (S&H) innovation can be counted as a milestone in using gamification (Kim, 2015). This company started to run a campaign based on collecting stamps when people shop. As people shop more, the more people can have for spending these coupons as money. After this attempt, more American companies decided to spread gamification in business world. Kim (2015) also mentioned the educational efforts to utilize gamification method such as The Oregon Trail and Lemonade Stand which were created in the 1970s. Later, more attempts were put forward to create a more gamified learning & teaching environment. Kim (2015) listed some intentions transferred to real life in terms of education. MasterType (1981), Rocky's Boots (1982), Typo Attack (1982), Stickybear ABC (1984), Where in the World is Carmen Sandiego? (1985), Number Munchers (1986), Odell Lake (1986), Reader Rabbit (1986), Math Blaster (1987), Mavis Beacon Teaches (1987), SimCity (1989).

These gamification applications were implemented in classrooms for years. This is for sure that after the proliferation of computer sciences and internet technologies, it became easier to access more methods and applications and to use them in & outside the classroom. It is easy to claim that every single day, lots of websites, applications, etc. are being designed to be implemented in education.

2.5. Importance of the Gamification Method

Every aspect of life benefited from technological advancements. People began to employ technology in their daily occupations, industries, entertainment, and education, among other things. People became accustomed to utilizing technology professionally because of their use of it. Mobile and computer games enabled everyone to use technical gadgets and programs daily. People began to incorporate games into their daily lives since its emergence. People find themselves playing games since they do not demand any technological abilities. The educational aspect of games and technical tools was not one of the primary goals of their development. Games and technological gadgets began to be considered as instructional aids within a few years after their introduction. Gamification grew in prominence because of this realization. Students' engagement may rise, and their learning may improve dramatically when gamified learning is employed in the classroom

(Buckley & Doyle, 2014). Games, the gamified learning environments, activities related to games, and lesson atmospheres are not terms that can be conducted separately. Students of 2022, even some teachers, live in a world surrounding by games in daily routine. When shopping, walking, pleasuring time etc. people need to deal with games intrinsically motivated. Hence, creating an environment in which students may find an authentic atmosphere, can help increase their interests and motivation, leading them to success.

2.6. Advantages of the Gamification Method

Many academics endorse the advantages of the gamification strategy. According to Kiryakova et al., (2014) gamification has an impact on students' behavior, dedication, and motivation, which can lead to knowledge and skill progress. Also, Kapp (2012) stated that to engage people, encourage action, promote learning, and solve issues, game-based mechanics, aesthetics, and game thinking are used. The benefits of gamification, according to Michos (2017), include changing the tone in the classroom. The gamification strategy may simply and successfully transform the atmosphere of students in the classroom. Learners' effectiveness during the learning time is unaffected by being fatigued, drowsy, or stressed. The gamification method makes it simple to influence a learner's mood. Learners from the Y and Z generations may devote time to games since games are so important to them. They adapt their attitude regardless of the content when they know they have a chance to continue with the lesson using the gamification technique. Also, according to Michos (2017), gamification enhances learners' feelings of joy. If students are dissatisfied or unmotivated, encouraging them to play games in the classroom may improve their attitude toward the subject. They are presumably delighted because of the amount of time they spend playing games.

McGonigal (2011) estimates that individuals throughout the world spend 3 billion hours each week playing video and computer games. The major motivations for devoting that much time to games are to complete them or to level up. Therefore, it became a daily ritual for many individuals. They are content when they are confronted with their everyday routines in their learning processes. Another point by Michos (2017) on gamification is about giving learners a reprieve from their exhaustion. Gamification not only encourages people, but it also relaxes them. Learners are less weary and calmer after being introduced to the gamification method. Learners are fatigued and psychologically drained after a long and exhausting school day; therefore, a gamified lecture might help them relax. In his study, Michos (2017) points out that the gamification boosts motivation and enhances focus. Because gamification serves as a "trigger" for students. When compared to the beginning, their drive and attentiveness are at an all-time high. According to Lepper (1988), there are

two types of motivation: extrinsic and intrinsic motivation. "Intrinsically driven conduct was described as action performed for its own sake, for the delight it offers, the learning it allows, or the sense of success it generates," according to Lepper (1988). Extrinsically motivated conduct, on the other hand, entailed acts intended to acquire or avoid a reward or penalty that was not related to the activity itself." (p.292). Learners who are intrinsically driven perform better, according to Lepper (1988). Extrinsic incentives, on the other hand, were proven in gamified settings to result in poorer motivation and learning over time (Hanus & Fox, 2015). This does not negate the need of extrinsic motivation in education; it must be used for educational objectives and situations. Extrinsic resources can be employed as intrinsically motivating strategies in the classroom, according to Lander (2014). Michos (2017) also claims that the gamification method increases student participation in class activities: Learners are more likely to participate in activities when they are presented with challenges and contests. Serious games are designed to train and are used for stimulation and education in virtual environments with previously defined learning objectives. Whereas gamification's main goal is to foster more engagement in people by helping to create more robust experiences in everyday life events using game mechanics, gamification's main goal is to foster more engagement in people by helping to create more robust experiences in everyday life events using game mechanics (Kim & Lee, 2015; Ypsilanti et al., 2014).

According to Michos (2017), gamified lessons encourage a goal-oriented activity; competition with peers and the passage of time assist learners in setting a goal for the session. It is quite easy for a student to focus and study anything if they have a goal in mind for a subject. Learners can achieve a goal that may assist them develop their awareness thanks to the gamification method. Young and adolescent learners are unlikely to have a goal for the topics, therefore exposing them to games can help them become more aware learners. As Michos (2017) stated, the gamification method makes learning more enjoyable: Traditional methods and approaches are tedious for students, thus incorporating gamification into courses can make the learning process more enjoyable than before. The key to an effective learning environment, especially for young and teenage learners, is to have fun while learning. Children, according to Alsubaie, Alaithan, Boubaid, and Zaman (2018), can be readily distracted by anything and seek out other forms of entertainment or activities. It's also difficult to hold their attention on a certain topic. Using the gamification technique with movies, games, and other media can aid to pique their attention and keep them focused on the issue at hand.

2.7. Reasons to Utilize the Gamification

Some experts prefer to use self-determination theory to focus on the gamification and education process. As self-determination theory is mostly associated with motivation and owns three important elements such as autonomy, competence, and relatedness (Hunter & Werbach, 2012; Ryan & Deci, 2000). A person who is extrinsically or intrinsically eager to do something is called motivated person, and gamification has a big role in terms of motivating people. According to Arce and Valdivia (2020), to be able to capture the attention of people for a specific course, gamification is utilized for educational purposes. In this way, gamification can also be used in English language learning process as capturing the students' motivation is not challenging thanks to the gamification methods. As gamification includes elements, dynamics, and mechanics, it allows learners to feel more relaxed and freer. This kind of positive learning environment results in effective learning outcomes. Why gamification question is mostly related to students' motivation and engagement, the more students are motivated the more gamification method gain importance in education process.

Conducting a game-based learning environment cannot be as challenging as practicing them since it requires when, why, what, and how to implement these elements into process (Çeker & Özdamlı, 2017). Every step needs to be clear for both teachers and students for an effective input & outcome of gamified lesson. According to Çeker and Özdamlı (2017, p.223) the main reasons for implementing gamification in the learning process can be listed as follows.

- Gamification helps boring materials become entertaining ones.
- Hard effort required tasks turn into easier ones to do.
- Assists students in being able to concentrate more quickly.
- Boosts participation
- In the workplace, provides inspiration and satisfaction.
- Assists individuals in increasing their use of media resources to achieve their goals.
- Assists students in being more involved and still participating.
- Encourages people to be more aware of their surroundings and to be able to use media resources effectively to meet their needs.

At this point, having technological equipment or skills can be challenging for teachers and students, but the best point of using the gamification method is to be able to use it regardless of having a technological environment. Any activity can be transferred into gamified based context if educators have skills to utilize them. Mufidah (2016) described

this situation as “flexible nature” in which teachers can feel free to create a gamified environment whether they are surrounded with equipment or not.

2.8. Gamification and Motivation

In literature, the gamification method and elements are generally mentioned with motivation. Gamification elements help learners gain motivation by charging their interests and confidence (Deterding, 2014; Pe-Than, Goh, & Lee, 2014: Simoes et al., 2013). Motivation is an element determining the learning process of a learner (Brophy, 2013). Gamification has a positive impact on learning outcomes and learners’ motivation (Alshammari, 2020). Ramirez and Squire (2015) defined gamification as a “promising strategy to enhance motivation”. Gamification can be considered as a tool to improve dropping motivation of learners (Busse and Walter, 2013; Darby et al., 2013; Lepper et al., 2005; Pan and Gauvain,2012). Brown (1994) thinks gamification is a must for language acquisition. Boyinbode (2018) claims, even if a learner limited skills or knowledge on a specific subject, if he/she is motivated, success and improving are inevitable as motivation can direct him/her to results. What distinguishes the gamification method from traditional ways is a special competitive element and this element is the main source of motivation (Nicholson, 2016). Motivation can be categorized as intrinsic or extrinsic motivation. According to Werbach and Hunter (2012) when a learner is motivated only to pass a test, this kind of motivation is called extrinsic motivation. Learners with extrinsic motivation do not carry inner motivation with desires and interest, specific goal such as passing an exam is the goal. Extrinsic motivation engages with learners in learning process as it is a means to an end (Harlen & Deak in Crick, 2003). Extrinsic motivation can be associated with Skinner’s behavioral theory as it focuses on rewards (Skinner, 1976). Intrinsic motivation, on the other hand, is about learners’ interest and learning process only (Harlen and Deakin Crick, 2003). According to Kapp (2012), gamification feeds the intrinsic motivation of learners by providing immediate feedback and inspiring curiosity. Intrinsic motivation occurs when a learner knows why they should learn. Intrinsically motivated learners do not need a tutor to encourage them during their learning process as they already focus on their goals.

2.9. Digital Natives: Today’s Learners

As Kincl and Strach (2021) stated in their study, almost half of the world's population has access to the internet. With 70.6 percent, young people aged 15 to 24 are the most active internet users. Furthermore, young people make up around 16% of the worldwide population, and they account for 23.4 percent of the whole online community (International Telecommunications Union, 2017). In the year 2022, high school pupils were born into a

world that is already technologically advanced. They explored technology integration in primary schools, elementary schools, and high schools. In their educational lives, games and their associated components played a significant role. High school students in 2022 were required to use game-based components in their learning settings, especially during the Covid-19 distance learning phase.

2.10. Gamification Design Elements

The term “gamification” appeared in 2010, and the definition of it was “the use of game design elements in a non-game context” (Deterding & Khaled, 2011). Thanks to design elements, non-game-based lessons can easily be turned into game-based contexts. Points, levels, leaderboards, badges, onboarding, challenges/quests, and social engagement loops are some of the design components highlighted by Zichermann and Cunningham (2011), along with additional game aspects to increase engagement: feedback, teams, rules, economics, avatars, aesthetics, personalization, narrative background, and role play are just a few of the features available. Buckley and Doyle (2016) presented the common gamification design elements.

Rules that are explicit and objective: A gamified lesson should have a rules and regulations to control the process. Rule-free based lessons cannot maintain the motivation and desire. *Rewards*: Gamified contexts should provide learners with feedbacks, rewards to keep them motivated. *Rapid feedback*: During the game, learners need to be given feedback so that they have a chance to correct their mistakes. *Competitive element*: Learners should be in an environment where they feel competition. Participants should face challenges during the activity. Apetrei (2018) suggested that design elements are listed in 3 different categories: a) mechanics, b) dynamics, and c) aesthetics. This kind of listing can be used for better communication in formal and informal gamified environments. According to Apetrei (2018), being motivated extrinsically by design elements, it is also possible to trigger learners intrinsically using design elements.

2.11. Blended Learning

There are two types of learning environments: online and face-to-face. In 2021, especially after covid-19 outbreak and distance education period, online part of education gained importance. Rather than separating these two types of educational environment, combining, and perceiving them as one can be named as blended learning (Garrison & Vaughan, 2008). With the help of blended learning, learners can easily access materials and peers around the world regardless of time and place. Blended learning is more productive than traditional learning environments, according to research suggestions (Al

Qahtani & Higgins, 2013; Chang et al., 2014; Drysdale, et al., 2013; Means et al., 2013; Smith & Suzuki, 2015). As well as advantages, challenges of blended learning environment were mentioned as; rather than learning process, learning materials' gaining dominance (Nsibande, 2014), reflecting the results of learners, and maintaining their motivation (Kanchanamala & Mupiddi, 2016), managing the communication to be effective (Draffan & Rainger, 2006). Despite these possible negative outcomes, blended learning has more advantages for learners in terms of achievement, time-management, motivation, and attitudes (Caputo, 2010; Drysdale et al., 2013). Blended learning is more successful than conventional learning approaches, according to Shea and Bidjerano (2010).

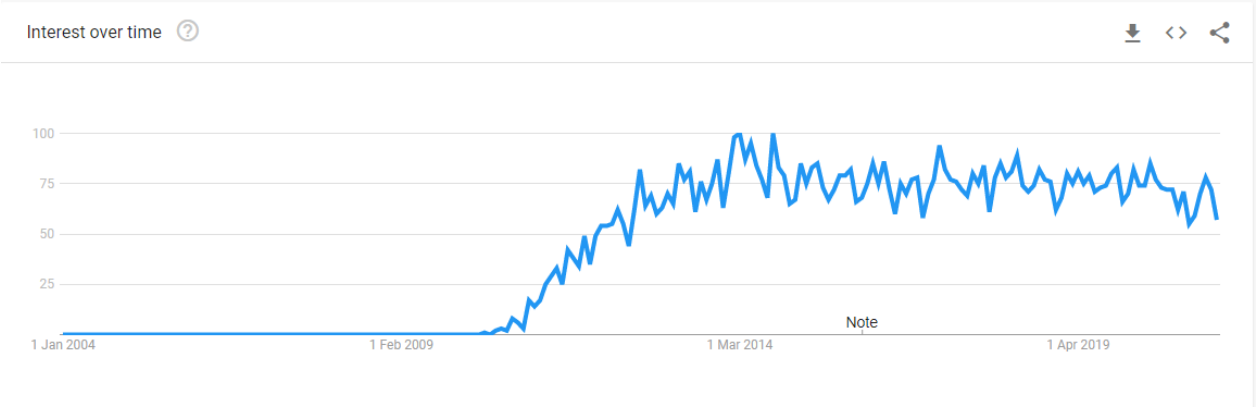
2.12. Gamification Model

The model of gamification introduced by Werbach, and Hunter (2012) proposes six steps for procedure. The first step is to know learners better. Determining the main objective of the lesson and deciding the level of the learners is a must according to this step. The second step is to understand the learners' attitudes towards the lesson and process. This stage includes to perceive the students' behaviors. The third stage is to decide the learners' role. Sharing duties and responsibilities among learners is also essential for a clear outcome. The fourth item of this model is to create an effective activity model. As every learner is unique in terms of digital competence, it is vital to shape the model according to their needs and interests. Each learner should be responsible for their own efficiency. The fifth step is to implement enjoyable items into the procedure. It is acknowledged among scholars that having fun contributes to learners' proficiency. That is why an educator needs to facilitate his/her teaching style. Final step for a gamification model is to choose appropriate tools. Not every gamified or technological item is suitable for every learner. Interests and skills vary among learners significantly so deciding the appropriate tool for them is something every teacher is responsible for. Tan et al., (2010) proposes a three-part paradigm for game-based learning: multimodal, task and feedback. Multimodal refers to sounds, animations, effects, and other forms of interaction that link a learner and a game. In the game, there is a query or a problem to help the learner absorb the information, and this element can be called a task. Also, in an educational game, feedback for students is important. Hunicke et al., (2004) designed a gamification model named MDA. M stands for Mechanics, which describes the game's unique components at the level of data representation and algorithms. D stands for dynamics; dynamics defines the run-time behavior of the mechanics operating on player inputs and each other's outputs. A stands for aesthetics, which refers to the desirable emotional responses induced in a player when she/he interacts with a gaming system.

2.13. The Rise of Gamification as s Term on Google Trends

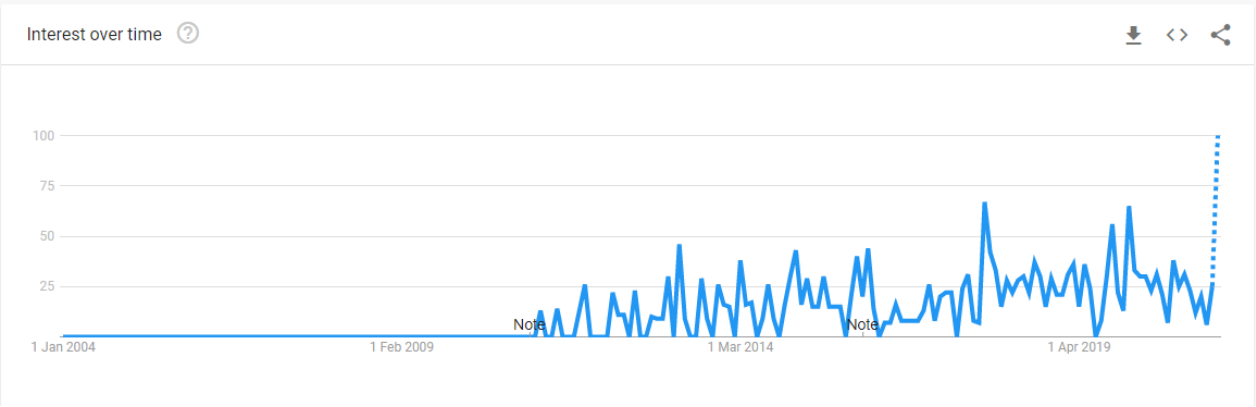
Google, which grew in popularity and use, provides individuals with information on any phrase that was popular through time on the internet. People can easily search for a term on Google to see its popularity over the years. In Figure 1.0, the term “gamification” and its popularity on Google search was shown.

Figure 1. Google Trends showing the popularity of the term “gamification” worldwide.



The word “gamification” grew in prominence and popularity since 2010, as seen in Figure 1.0. This statistic was aided by technological advancements and internet access. Furthermore, the internet and technological devices made it feasible for more individuals to be contacted.

Figure 2. Google Trends showing the popularity of the term “gamification” in Turkiye.



Turkiye's tendencies, like worldwide trends, showed a growth in gamification. The growth and collapse of Turkiye's online Google trends can also be observed. Since 2010, Turkiye, like the rest of the globe, was able to catch the gamification trend.

2.14. Educational Gamification: 5 Skip Model

In foreign language courses or in other disciplines, implementing the gamification method is possible. But there are some models to apply to this procedure. Flores (2015) examined one of these methods, Huang and Soman's "educational gamification five stage paradigm" (2013). For those educators who need a guideline for utilizing gamification for their teaching experiences, the educational gamification five-step model can be effective. This model by Huand and Soman (2013), consists of five steps to be applied.

- Simply acknowledging the target audience and the educational circumstances is the first element to follow. An educator should know who his/her students are and what context he/she is going to deal with.
- Creating a list of learning goals is another step to learning the gamification method. Mapping the learning aims and possible learning outcomes helps a teacher to see and follow his/her experience.
- Creating a framework for the experience is the third element for implementing a gamification model. Educators should divide his/her lesson into phases so that following students' processes can be easier. For each part of the lesson, teacher can check on learners' motivation and feelings to carry further.
- Discovering tools refers to identifying the elements that are going to be applied to learning environment. As of 2021, there are numerous resources for gamification, so teachers should be able to decide on what and how to use these items.
- Using elements of gamification is the final part of utilizing gamification. Such items which were decided to be implemented to classroom environment ought to be chosen by teachers, such as badges, awards, prizes etc.

2.15. Gamification Design Improvement

Models and techniques were introduced over the years to develop the efficiency of gamification methods. However, there is no limit for educators and scholars to design gamification method. Roy and Zaman (2017) listed several criteria for designing the gamification method. Here are these essential points to develop gamification method.

Satisfy a variety of psychological needs*:* Learners' autonomies are unique and each of them deserves to be appreciated. While designing a learning environment, teachers need to think of their students' inner needs and feelings. Provide need for competence*:* According to Deci and Ryan (2004), teachers can obtain their goals if they feel confident while designing a classroom structure or activity. Hence, educating self for creating a game-based classroom is prior to designing it. Create achievable obstacles*:* Facing challenges or risks, motivates

the learners, but limitation of these obstacles needs to be arranged by teachers to not lose an effective classroom atmosphere. Generate positive comments*:* Learners feel to be fulfilled with related feedbacks by their teachers. So, facing them with various and efficient comebacks might tolerate the teaching procedure. Make interaction possible*:* Having a healthy conversation and social atmosphere with peers, is vital for learners to feel confident and related to classroom. Any activity, regardless of being gamified or not, should include social interaction among people. Create a teacher-needed context*:* Gamified learning fields should require educators. Any gamified course in which learners do not need advisor's assistance, lose the attention and importance of the teacher. Create a flexible lesson plan*:* It's important to remember that every step in social science is the result of previous effort. Designing a lesson plan that is open for updates and changes helps scholars and educators develop a better one in the future.

2.16. Criticism of Gamification

In his work, Glover (2013) made some noteworthy points on gamification. Firstly, the gamification method should promote educational purposes by itself. In that way, this method can be counted as successful. Extrinsic recognition can demotivate learners with high intrinsic ambition. So, instructors should design game-based elements carefully, thinking about their learners' desires. According to Glover (2013), gamification methods can distract learners who are less competitive, and this may cause a waste of learning-time. Dominguez (2013) also stated that learners with gamified lessons are better producers in terms of speaking and, writing but their writing points are not as high as their oral productive skills. Burke (2016) also pointed out that if a gamification method is not embedded properly, results may not be positive.

2.17. Characteristics of the Games

- Every game should have three essential qualities, according to Smith-Robbins (2011): a goal, barriers, teamwork, or competitiveness.
- A goal: Every game that is used to teach should have a purpose or objective for the students. This goal should be extremely obvious and easy to comprehend.
- Barriers: If a game lacks hurdles or difficulties, it quickly loses its appeal to students. As a result, having projects, homework, difficulties, and other elements is critical for a game to be used in a classroom setting.
- Teamwork or Competitiveness: Learners must work together or against others to solve issues. Participating in contests or collaborations increases the motivation and excitement of students.

The gamification method and its benefits play a vital part in education when it comes to learning styles and demands. According to the findings of Rawendy and Rosalind (2017), several major tittles linked to this research are given below, including gamification, game-based learning, mobile learning, and CALL (Computer Assisted Language Learning) principles.

2.18. Theories in Second Language Acquisition and Learning

The focus of second language acquisition research was on theories. Malone (2014) provided the following explanations of Behaviorism, Language Acquisition Device (LAD), Information Processing, and Social Interaction & Social Theories.

Behaviorism: Stimulus, response, positive reinforcement, negative reinforcement decides and effects human behaviors according to Skinner (1963). The relationship of Behaviorism and the Gamification Method relies on the bound that is created in a gamified environment between learners and teacher. Gamified elements provide learners with opportunities including reinforcements, responses, etc. When it comes to learners' needs in a learning environment, these factors play an essential role in their motivation and belongings.

Language Acquisition Device (LAD): The stages of development required for children to develop their cognitive talents, according to LAD, need not to be applied to language learning. LAD by Chomksy is mainly focused on learners' mother tongue. Every person is born with a mechanism to acquire a language. According to this theory, foreign languages can be seen as difficult to learn as they are not authentic and mostly about grammar and rules. The gamification method creates a position for learners in which they can have an authentic atmosphere for learning a language.

Information Processing: According to Anderson (1983), intelligence is merely the aggregation and fine tuning of many little units of knowledge to produce complex reasoning. The gamified elements used in the gamification methods help learners to gain complex reasoning skills and develop their way of combining little units of learning steps.

Social Interaction and Sociocultural Theories: This theory by Vygotsky is focused on a child's social environment when learning a language. Social interaction is vital for second language acquisition. As of 2022, the best way to apply a social learning environment for any level of learner is to utilize gamified elements in a learning field. With the help of limitless websites and mobile applications, regardless of time and place, learners can easily socialize and develop their knowledge to the utmost.

2.19. Teaching Strategies in Second Language Acquisition and Foreign Language Learning

"Total physical response, cooperative learning, discussion journals, and scaffolding," according to Figueroa (2015), are some of the instructional tactics used in second language acquisition and learning.

TPR (Total Psychological Response) encourages engagement and is defined by Krashen as a time of silence (1982). Speaking is not the major goal or need if understandable input is available. Teachers must develop an educationally rich setting to maintain the classroom's good vibe.

Cooperative Learning is based on the activities in which participants are supposed to interact with each other. Lots of ways can be adapted for learners to communicate more.

Dialogue Journals can promote learners' writing skills with a chance to interact with lecturer. Evaluating the writing can be easier this way as it provides relaxing and unique environment.

Scaffolding creates a process in which learners with more experience help other learners. Positive reinforcement is set up for fluency.

2.20. Classroom Implementations of the Gamification Method

In order to make the gamification method more effective in the classroom, some planning is required. Huang and Soman (2013) described five phases of the gamification strategy for use in the classroom. The first step is to determine who your target audience is and what their context is. A teacher must know who his or her pupils are and what grade level they are at. In addition, knowing the specifics of the setting is critical for the initial phase. The second stage is to establish learning goals. The learning and teaching process is made easier for learners and teachers by mapping the objectives. The next step is to organize the experience. In this stage, a teacher breaks down the time into manageable chunks so that the learners' progress may be tracked. The next stage is to determine the available resources. The resources that are used throughout the gamified lecture are quite important. Every resource must be classified according to the demands of the students. The final stage is to integrate the aspects of the gamification method into a learning environment. The gamification method may be utilized realistically and simply if Huang and Soman's (2013) 5-step strategy is followed. According to the literature, the following are some examples of classroom gamification deployments. Berns (2016) stated that the result was "positive on learning achievement," Iaremenko (2017) stated that the result was "uplifting in engagement and motivation," Barcena and Sanfilippo (2015) stated that the result was

"good on attitudes toward gamification," Palomo-Duerte (2016) stated that the result was "bright on learning achievement," Kéty (2016) stated that the result was "pleasing in learning achievement," Mateo and Ruiz (2018) stated that the result was "hopeful for error correction."

2.21. Most Common Gamification Applications (Mobile) for Motivating Second Language Learners

There are various online classroom software's available as of 2021. An instructor can utilize this described application to enhance the motivation and encouragement of students during his or her teaching experience. Several mobile applications which are popular among high school learners, were chosen to be presented below. The most popular ones from Google Play Store and App Store were picked to be detailed.

Duolingo

It's a gamified language learning program where students progress through several stages. They go to the next segment when they finish each stage. Duolingo may be used on mobile devices, tablets, and PCs. It is expected to be one of the most popular foreign language learning apps in 2020. The focus of Duolingo is grammar and vocabulary learning for beginners so it can be turned into essential tool for learners who started their learning processes

Class Dojo

It's an online platform for instructors to arrange their classes. Following the creation of a classroom, each student enters the classroom using a unique code provided by their teachers. A teacher may manage his or her classroom from anywhere at any time by transmitting images, videos, or assignments. It also allows the teacher to keep track of the students' development. It is a great application to create an online classroom platform to check their procedures.

Edmodo

Another online classroom platform is Edmodo. The first step for a teacher to take is to sign up and create a classroom. Then, shared passwords assist students in entering the classroom. Teachers have complete control over their classes, regardless of where they are or what time it is. Not only primary schools, also universities and high school can easily adapt this program into their syllabuses.

Kahoot

Kahoot is one of the most popular programs in 2020, whether in or out of the classroom. Before moving on to the next level, Kahoot's major goal is to analyze the learners' outcomes and govern the learning process. Mobile phones, tablets, and laptops may all be used to play it. Quizzes are displayed on a screen, but students are expected to answer questions on their phones at the same time. Learners receive points for each question they answer to become the quiz's champion. It is one of the most popular web 2.0 tools to finalize a lesson or test the learners' outcomes.

VoScreen

VoScreen is a video-based learning tool that exposes students to hundreds of short videos with or without subtitles. The videos range in length from 4 to 10 seconds, and learners are expected to attentively observe and listen to them before guessing the subtitle as they hear it. It is recognized as one of the most effective apps for improving learners' listening abilities. Learners are exposed to short videos from movies, tv series or advertisements, then they are expected to guess the subtitle with limitless listening. When learners witness their favorite movies, series or actors & actresses in their learning environment, their motivation increases dramatically

Actionbound

In addition to other learning platforms and applications, Actionbound requires learners to move their bodies. To begin, a teacher sets a task list for students to accomplish. A program generates a QR code for each job. Learners must locate these QR codes across the classroom environment. Students scan QR codes after finding them, and their chores show up on their screens. The game is won by the player who completes all the tasks first. Actiounboud is a rare Web 2.0 tool creating an atmosphere for learners in which they must act physically to finish all tasks.

Busuu

Busuu is an online learning application available for cell phones or tablets. Not only English, but also several languages such as Arabic, French, German, etc. are among the list that can be learnt with it. Just like DuoLingo, Busuu offers a chance for learners to practice their basic vocabulary needs and grammar subjects. There are thousands of reading and vocabulary practices in the application, so it can be convenient for beginner learners to get used to learning English.

Hallo

Hallo is a must-have for students who want to improve their speaking abilities. This application creates an online platform where learners can communicate and speak freely with other learners around the world. To be exposed to authentic outcomes, Hallo provides learners with a great opportunity

Andy English

Sometimes learners may not feel comfortable with speaking or grammatical rules. Writing is another key point in foreign language learning process. Andy English helps learners to communicate writing with artificial intelligence robot named Andy. The basic introduction and rules can easily be understood with the help of this application. Especially, people who are worried about cyber bullying or internet safety while speaking & writing, can benefit from using Andy English very much.

Speak

Speak is focused on learners' speaking practices, as it can guessed by its name. However, the unique part of Speak is, there is no real person or teacher helping you to speak. Instead, an artificial intelligence welcomes learners with a great content to speak. Anyone who is not relaxed with speaking to a real person or wondering about himself/herself cyber security can freely download this application and start to practice their skills.

PickLang

Picklang offers learners a 3D learning environment anytime and anywhere. Learners need to turn on their cameras, wherever they are, and take a photo. After that, photo is transferred into a learning environment quickly. All the objects are turned into questions such as "What is this?" or "fill in the blanks" activities. Taking one single picture can easily teach all surrounding objects at any time thanks to PickLang application.

Reverso Context

Reverso Context is basically a dictionary application. The unique part of it is, Reverso Context can offer you limitless sentences with the word you are searching for, also create lots of exercises and games related to the word you are looking up for.

Tandem

Tandem is an online learning platform offering learners to meet and chat with all English learners around the world. The only reason to use this platform is to learn and practice their

foreign language, so learners can utilize this application in their free time. As it is a video chat program, young learners and early teenagers should avoid using it for security issues.

Slowly

Slowly is a modern version of the traditional pen pal friendship. Learners around the world, gather up together and crate an account, then they choose a friend for their proficiency level and start their English learning journey with a modern way of letters.

Hello Talk

Learners all around the world can sign up for this application and create an account for themselves. The best part of it is to create a language group and chat all the time. Learners mostly communicate by writing in Hello Talk. However, having a chat group for just learning English makes learners feel global and important.

Interpals

Interpals is an online chat platform for users to communicate with thousands of learners around the world. Learners can easily create a profile and start chatting with people around the globe. For security reasons, it may not be recommended for young learners, but adults and late teenagers can hang out here instead of on social media applications like YouTube or Instagram.

Simpler

Simpler is a mobile application for language learners to practice their grammar and vocabulary skills. Speaking, listening, and writing skills are not a priority in Simpler, however basic grammar rules and essential vocabularies are listed with tons of exercises in Simpler.

2.22. Definition of Students' Engagement

According to Korkealehto and Siklander (2018) traditional learning environments trigger learner's engagement decline. That is why, active learning, promoting the learning environments with games has essential role. When opposed to lectures and other more traditional approaches, active learning methods enhance positive learning experiences and accomplishments (Freeman et al., 2014). Promoted learning environments help learners to be more motivated and participated during lectures. If learners feel motivated and relaxed, their belongings to the lesson increases. Thanks to websites and mobile applications offering games and gamified elements for foreign language learning journey, students motivate easily, can access authentic materials anytime, can have a chance to meet and interact with other learners around the world, can feel themselves as global citizens, can

develop their reading, writing, speaking, and listening skills as they have fun. When they are intrinsically motivated, their belongings, motivation, and desire to carry further is going to increase accordingly.

2.23. Importance of Gamification After the Covid-19 Pandemic

As of 2020, the world started to experience unique times both for social lives and education. For almost two years, all educational facilities, including high schools, could not carry on their schedule face-to-face. Online lessons, distance learning, Zoom, Skype, Google Hangout, etc. became the major objects in education. The fast spread of the pandemic had a profound impact on many aspects of university operations, notably teaching and learning systems (Qiu et al., 2020). Nair (2021) pointed out that stay-at-home orders and lockdown limitations drive the educational industry to employ a variety of operating strategies, including online, offline, and hybrid learning. Because of the epidemic, all academics are looking for practical and technical approaches to educate and study. Gamification methods and Web 2.0 tools gained more importance than ever during this time. Teachers, institutes, educational facilities, etc. focused on utilizing gamified elements and Web 2.0 tools in their practices. With the help of being practical in terms of time and place, gamified elements offered a way for teachers to relax and control their teaching practices.

2.24. Findings from Literature

There are several definitions of the term "gamification" in the literature. Although the word "gamification" initially emerged online in 2008, according to Nistor and Iacob (2018), it did not acquire popularity until the 2010s. Even though technology advanced in practically every aspect of life, gamification did not gain mainstream until the 2010s. It's most likely due to the maturation of the 1990s generation. Because they were born in the 1990s and began formal schooling in the early 2000s, the gamification method became popular around that time. The word "gamification" had to wait until the world's first digital natives grew up with technology and tools connected to it. The phrase “gamification” is quite popular among this age since we live in a technologically advanced period when youngsters learn to use a tablet before they can walk (Nistor & Iacob, 2018). According to Nistor and Iacob (2018), "a more elementary example for this term's explanation and how gamification works is how parents feed their children when they are tiny by turning that teaspoon into an aircraft or how animals educate their puppies to hunt when they are small." "Using game-based mechanics, aesthetics, and game thinking to engage people, inspire action, and enhance learning," according to Kapp (2012). The fundamental aspects of gamification, as defined

by definitions, are incentive and engagement. According to Topîrceanu (2017), nearly 80% of students feel that they would be more efficient if their institution included game-like activities in their learning.

Gamification has a lot more benefits than just motivating and engaging people. Aside from the concepts given above, gamification is the application of digital game elements to non-game settings to stimulate users' actions (Deterding et al., 2011). Gamification was shown to be effective in encouraging students, enhancing the learning environment, and providing a fun teaching environment for instructors, according to professionals and studies. Both students and teachers may benefit from gamification. It can assist students in remaining interested and motivated to learn, particularly through competitive games in which students work hard to demonstrate their abilities. Students obtain higher results when they are motivated to study. Gamification may also assist teachers in improving contact with students and providing a safety net inside the classroom (Kotob. M., & Ibrahim. A., 2019). According to Brand (2011), computer game technology advanced rapidly over the last several decades, with an estimated 95 percent of families with children under the age of 18 possessing at least one computer gaming device. Because learners are so accustomed to using video games and other electronic gadgets, gamification of their learning processes is unavoidable. According to Battin (2000), students' interest and motivation in conventional learning environments is declining, thus teachers must adapt their teaching techniques to meet the needs of their pupils. Mobile and computer games are no longer be countable by 2020. There are millions of games to choose from. As a result, selecting the appropriate game or application for learners is critical. There are a few prerequisites that must be met for games to be used in classroom activities.

CHAPTER III

3.METHODOLOGY

This chapter covers a summary of research methodology, the gamification method, and its positive outcomes for high school learners around Turkiye. Research design, participants, data collection procedure, data collection instruments, data analysis, and findings related to the questionnaire were explained in this section.

3.1. Research Design

This study benefitted a survey model which employed the quantitative research approach. Researchers are motivated to continue their research since they can assess the results before drawing conclusions. An empiricist viewpoint is maintained through the quantitative research approach (Creswell, 2003). This type of research is conducted without involvement from the researcher. To quantify reality in an impartial manner, data is employed. For design, a cross-sectional survey was chosen. As Lavrakas (2008) points out, cross-sectional survey design gathers information to draw conclusions from a group of interests at a particular period. So, an adopted questionnaire from Bicen (2018), was used to collect data. According to Lavrakas (2008) questionnaire is one that sends respondents the survey materials by email, and it is quite convenient for researchers.

3.2. Participants

In order to carry out the research, 977 high school students from 32 cities (Adana, Adıyaman, Afyonkarahisar, Antalya, Bartın, Bingöl, Bitlis, Burdur, Bursa, Çanakkale, Çorum, Denizli, Erzincan, Erzurum, Hatay, Isparta, İstanbul, Kars, Kastamonu, Kırıkkale, Kocaeli, Konya, Kütahya, Mersin, Muş, Sinop, Şanlıurfa, Tekirdağ, Trabzon, Uşak and Zonguldak) in all regions of Turkiye participated in the study. And they had lessons that incorporate gamification for several years. The participants were chosen accordance with purposeful convenient sampling. As Suri (2011) mentioned; picking examples with lots of information for in-depth analysis is where the rationale and strength of convenient sampling lies. Information-rich cases are the ones from which a great deal may be learned about matters that are crucial to goal of investigation. Insights and in-depth comprehension rather than empirical generalizations result from studying information-rich situations (Patton, 2002, p. 230). Especially, over 2 years with distance learning, students and teachers had to utilize

the gamified learning elements for their foreign language learning processes. As a result, they have a chance to evaluate the gamification method comparing with the traditional methods. While conducting the questionnaire, schools were asked to apply the questionnaire to students who were familiar with the gamification method regardless of their cities. Hence, non-probability sampling decides the participants involving in the survey.

Table 1. Gender of the participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	626	64.1	64.1	64.1
	Male	351	35.9	35.9	100
	Total	977	100	100	

977 (100%) students from Turkiye participated in the survey. 626 (64.1%) of them are female, while 351 (35.9%) are male students. Majority of the participants are female students when compared to male students. Details related this table is given in more detail in the discussion part.

Table 2. Grades of the participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9th Grade	483	49.4	49.4	49.4
	10th Grade	218	22.3	22.3	71.8
	11th Grade	182	18.6	18.6	90.4
	12th Grade	94	9.6	9.6	100
	Total	977	100	100	

977 (100%) students participated in the questionnaire. 483 (49.4%) of them are 9^{th} graders. 218 (22.3%) are 10^{th} grader students. 182 (18.6%) of them are 11^{th} graders. And 94 (9.6%) students are 12^{th} graders. It can clearly be observed that 9^{th} and 10^{th} grader students are more willing to participate in the survey than 11^{th} and 12^{th} graders.

3.3. Data Collection Instruments

For the study, a questionnaire consisting of 29 statements were applied to 977 high school students all around Turkiye. The questionnaire was adopted from the article named “Perceptions of Students for Gamification Approach: Kahoot as a Case Study” (Bicen, 2018) (see Appendix 2). Also, an e-mail request was issued to the author, asking for permission to assess the questionnaire form for the study. Opinions of two experts, who are colleagues, were obtained. While adapting the items, both English and Turkish language versions were presented to ensure comprehension check.

There are 3 sections in the questionnaire consisting of students’ educational, personal, and motivational perceptions. And each of them consists of sub-sections including related statements. There are 29 questions and statements in the questionnaire. The first section of the questionnaire includes questions related to the gender of the participants, and their grade levels. In addition, comments such as "I love learning English with games" and "My motivation grows in any class using the gamification technique" are used to gauge students' attitudes towards the gamification method. Some statements in the questionnaire, such as "Rather than traditional ways, learning with games makes it more permanent," "Competitive environment in the gamification method motivates me more," and "While learning a language, gamification methods allow me to learn better," are displayed to see the students' reflections on the gamification method. The questionnaire includes the following statements to assess the learners' learning outcomes: "My success increase if the gamification method is implemented in other lessons," "I haven't forgotten anything I learned with the gamification method," and "The lessons with the gamification method are the ones I am very successful in." (see Appendix 1). Upon reading the statements and questions, students choose if they "strongly agree," "agree," "disagree," or "strongly disagree" as their response.

3.4. Data Collection Procedure

For the data collection procedure, online platforms were used with volunteered participants. Before conducting the research, ethical permissions were taken from Amasya University Social Sciences Ethical Commission (2021, E-30640013-108.01-719), and the permissions from the Ministry of Education were obtained (2021, E-49614598-605.01-22986446). The questionnaire part of the study was conducted using Google Docs. The link to the questionnaire was delivered to the students through WhatsApp or e-mail. Their responses were entered into a Google Docs system.

The SPSS software was used to calculate the reliability statistic. Cronbach's Alpha for the 26 items is 0,936. Validity of the questionnaire was programmed in SPSS program. Kaiser-Meyer-Olkin Measure of Sampling score is 0,962 and significance of the questionnaire is 0 meaning it is quite significant.

3.5. Data Analysis

The current study followed a quantitative inquiry. The data were collected through a questionnaire involving 29 items. The results were compiled in an excel document and then transferred into SPSS 26 program. The data were analyzed by the help of this computer software. Means and percentages were used to describe the data. The results were further described by the help of tables.

CHATPTER IV

4.FINDINGS

All 29 statements in the questionnaire are related to the gamification method and its effects on English language learning. First two questions are related to demographic information such as “What is your gender?” or “Which city do you live in?”. The rest of the statements are about students’ personal, educational, and motivational perceptions on the implementation of the gamification method into their foreign language learning processes. Each of the findings is listed below with explanations and detailed SPSS based figures.

Table 2.1. SPSS-Calculated Results of the Questionnaire

Items		Options	f	%
1.	A gamification method increases my interest in the lesson.	Strongly Agree	394	40.3
		Agree	497	50.9
		Disagree	67	6.9
		Strongly Disagree	19	1.9
2.	I study more to become more successful via gamification methods.	Strongly Agree	285	29.2
		Agree	565	57.8
		Disagree	111	11.4
		Strongly Disagree	16	1.6
3.	Being placed in competition with other students in the classroom via a gamification method increases my motivation.	Strongly Agree	343	35.1
		Agree	424	43.4
		Disagree	159	16.3
		Strongly Disagree	51	5.2
4.	I communicate more with my friends to	Strongly Agree	260	26.6
		Agree	508	52.0

	become more successful via gamification method.	Disagree	184	18.8
		Strongly Disagree	25	2.6
5.	I want gamification methods to be used in other lessons as well.	Strongly Agree	418	42.8
		Agree	426	43.6
		Disagree	99	10.1
		Strongly Disagree	34	3.5
6.	Using a gamification method through my smartphone makes me feel better.	Strongly Agree	269	27.5
		Agree	440	45
		Disagree	208	21.3
		Strongly Disagree	60	6.1
7.	Rewards associated with gamification motivate me	Strongly Agree	447	45.8
		Agree	418	42.8
		Disagree	89	9.1
		Strongly Disagree	23	2.4
8.	The gamification method allows me to see my achievement status and improve myself in the areas that I am weak in.	Strongly Agree	379	38.8
		Agree	483	49.4
		Disagree	92	9.4
		Strongly Disagree	23	2.4
9.	Use of a learning method blended with a gamification method helps me to understand the lesson better.	Strongly Agree	398	40.7
		Agree	486	49.7
		Disagree	70	7.2
		Strongly Disagree	23	2.4
10.	Gamification methods are fun.	Strongly Agree	461	47.2
		Agree	446	45.6
		Disagree	52	5.3
		Strongly Disagree	18	1.8
11.	Performing group work with a	Strongly Agree	340	34.8
		Agree	518	53

gamification method illustrates how achievement can be obtained through collaboration.	Disagree	87	8.9
	Strongly Disagree	32	3.3
12. Winning badges through a gamification method makes me feel important.	Strongly Agree	339	34.7
	Agree	445	45.5
	Disagree	152	15.6
	Strongly Disagree	41	4.2
13. Gamification methods contribute to information exchange among friends.	Strongly Agree	374	38.3
	Agree	501	51.3
	Disagree	83	8.5
	Strongly Disagree	19	1.9
14. Information can be recalled more easily thanks to gamification method.	Strongly Agree	455	46.6
	Agree	432	44.2
	Disagree	69	7.1
	Strongly Disagree	21	2.1
15. I feel bad if I am unsuccessful when a gamification method is applied.	Strongly Agree	164	16.8
	Agree	353	36.1
	Disagree	345	35.3
	Strongly Disagree	115	11.8
16. I think my reputation in the classroom improves with the badges I win through gamification.	Strongly Agree	215	22
	Agree	401	41
	Disagree	259	26.5
	Strongly Disagree	102	10.4
17. Each question I correctly answer improves my self-confidence.	Strongly Agree	505	51.7
	Agree	409	41.9
	Disagree	43	4.4
	Strongly Disagree	20	2
18. Gamification methods help me to become more	Strongly Agree	411	42.1
	Agree	472	48.3
	Disagree	71	7.3

ambitious for success.	Strongly Disagree	23	2.4
19. Gamification methods increase classroom competition.	Strongly Agree	376	38.5
	Agree	465	47.6
	Disagree	112	11.5
	Strongly Disagree	24	2.5
20. Racing against time increases my speed in answering questions in the gamification method.	Strongly Agree	409	41.9
	Agree	459	47
	Disagree	87	8.9
	Strongly Disagree	22	2.3
21. Gamification methods make me take on more responsibilities to become more successful in the lesson.	Strongly Agree	290	29.7
	Agree	497	50.9
	Disagree	166	17
	Strongly Disagree	24	2.5
22. Applications used in gamification allow me to practice time-management skills.	Strongly Agree	332	34
	Agree	531	54.4
	Disagree	96	9.8
	Strongly Disagree	18	1.8
23. Gamification methods enable me to learn difficult topics while having fun.	Strongly Agree	424	43.4
	Agree	452	46.3
	Disagree	72	7.4
	Strongly Disagree	29	3.0
24. I force myself to learn when using gamification methods to improve group achievement.	Strongly Agree	289	29.6
	Agree	498	51
	Disagree	162	16.6
	Strongly Disagree	28	2.9
25. Creating a competitive environment	Strongly Agree	319	32.7
	Agree	424	43.4
	Disagree	163	16.7

increases my interest in the lesson.	Strongly Disagree	71	7.3
26. Gamification methods increase interest in the lesson in crowded classes.	Strongly Agree	315	32.2
	Agree	486	49.7
	Disagree	134	13.7
	Strongly Disagree	42	4.3

The gamification method increases my interest in the lesson

When students are addressed with the statement of “the gamification method increases my interest in the lesson”, 394 (40.3%) and 497 (50.9%) of them chose to say, “strongly agree” and “agree”. Total number of positive attitudes is 891 (91.2%). Students who would rather to go with “strongly disagree” are 19 (1.9%) and “disagree” are 67 (6.9%). It is obvious in the chart that nearly all the students indicate their motivation increases with the help of gamification method.

I study more to become more successful thanks to gamification methods

This statement demonstrates that students’ motivations are higher, and they are more successful thanks to integration of gamification methods. 285 (29.2%) says “strongly agree” and 565 (57.8%) “agree”. 850 (87%) of them expresses their wishes to use gamification method to be more motivated. 111 (11.4) chose “disagree” and 16 (1.6%) of them “strongly disagree”. 127 (13%) of the students delivers their negative attitudes towards the gamification method. As it can be seen in the table, not only motivating them, but also making them study is possible with the gamification method.

Being placed in competition with other students in the classroom via a gamification method increases my motivation

Gamification method provides students with a competitive atmosphere in class and this statement show how students feel. 343 (35.1%) of them strongly agrees and 424 (43.4%) agrees with the statement that is about being in competition helps them to develop motivation. 159 (16.3%) disagrees and 51 (5.2%) of them strongly disagrees with the statement. 767 (78.5%) of the students indicates that their motivation increases with a competition thanks to gamification method.

I communicate more with my friends to become more successful via gamification methods

In terms of communication, 260 (26.6%) of the students chose “strongly agree” and 508 (52%) chose “agree”. That means; 768 (78.6%) of the participants wish to have gamified based lessons to be able to communicate with other participants. On the other hand, 184 (18.8%) of them clicked on “disagree” and 25 (2.6%) of them chose to click on “strongly disagree”. Communicating in language learning classrooms is vital and this table shows how importance does gamification method has in helping learners to communicate.

I want gamification methods to be used in other lessons as well

Gamification method is not something to be applied only in language learning classrooms. It can be conducted in any classroom types. And 418 (42.8%) students strongly agree to have this method in other lessons as well. 426 (43.6%) of them agree to have gamified lessons in other subjects also. 844 (86.4%) of students wish to experience the gamification method in other school subjects also. However, 99 (10.1%) students chose “disagree” and 34 (3.5%) chose “strongly disagree” and expressed their ideas about using gamification method in other fields also.

Using a gamification method through my smartphone makes me feel better

Smartphones are essential in gamification method as they provide users with any place and any time. In this statement 269 (27.5%) of the users strongly agree and 440 (45%) of them agree with the fact that they feel better when using smartphones in gamified lessons. 709 (72.6%) of the participants felt free to express their positive thoughts towards using smartphones in gamified lessons. But 208 (21.3%) of students goes with “disagree” and 60 (6.1%) of them with “strongly disagree”.

Rewards associated with gamification motivate me

Gamified lesson includes online or real rewards. This statement indicates how students fell about rewards in gamified lessons. 447 (45.8%) of them strongly agree with increasing their motivation thanks to rewards and 418 (42.8%) agree. 89 (9.1%) of them disagrees and 23 (2.4%) of them strongly disagrees with this statement. 865 (88.5%) of the participants expressed their positive thoughts rewards in gamified lesson, that means, nearly all the students’ motivation is up to a reward.

The gamification method allows me to see my achievement status and improve myself in the areas that I am weak in

Thanks to the badges and reports provided by gamification method, 379 (38.8%) of the students goes with “strongly agree” and 483 (49.4%) of them with “agree” option to express their thoughts towards the usage of gamification method in their lessons. 92 (9.4%)

of them says “disagree” and 23 (2.4%) of them “strongly disagree” for this option. 862 (88.2%) students feel positive attitudes for the gamification method and its effect in their improvements and achievements.

Use of a learning method blended with a gamification helps me to understand the lesson better

This table demonstrates how a blended lesson (with gamification) help learners to understand better or worse the lesson. 398 (40.7%) students chose “strongly agree” and 486 (49.7%) pupils chose to agree to express their positive opinions for blended lessons. However, 70 (7.2%) students clicked on “disagree” and 23 (2.4%) students clicked on “strongly disagree” for this statement. As it can be observed here, 884 (90.5%) of the students prefer to have gamification- blended lessons to understand the lesson better.

Gamification methods are fun

This table shows how fun the students have during a gamified lesson. 461 (47.2%) students strongly agree to have fun and 446 (45.6%) students agree to have fun. 52 (5.3%) students say the gamification methods are not fun by choosing “strongly disagree” and 18 (1.8%) students chose “strongly disagree”. 907 (92.8%) students out of 977 expressed their positive thoughts towards gamification methods’ being fun.

Performing group work with a gamification method illustrates how achievement can be obtained through collaboration

This chart proves the fact that students can see their achievement thanks to gamification methods. 340 (34.8%) students chose “strongly agree”, 518 (53%) chose “agree”. However, 87 (8.9%) clicked on disagree and 32 (3.3%) clicked on “strongly disagree”. In total, 858 (87.8%) students agreed in the fact that gamified methods can show their status throughout the lesson.

Winning badges through a gamification method makes me feel important

Badges are concrete indexes for learners to measure their development during a gamified lesson. 339 (34.7%) students strongly agreed about badges and their effects. 445 (45.5%) students agreed badges are important for them to feel important. 152 (15.6%) students chose “disagree” and 41 (4.2%) students chose “strongly disagree”.

Gamification methods contribute to information exchange among friends

During a gamified lesson, learners exchange information among themselves and this is one of the most essential aspects of gamified lesson. 374 (38.3%) students clicked

on “strongly agree” and 501 (51.3%) clicked on “agree” about information exchanging with gamified lesson. 83 (8.5%) students chose to disagree, and 19 (1.9%) students chose “strongly disagree”. According to this table, learners know how important the gamified lessons are as 875 (89.6%) students expressed their positive ideas in this questionnaire.

Information can be recalled more easily thanks to gamification method

This table demonstrates the importance of gamified methods in terms of recalling information. 455 (46.6%) students strongly agreed in recalling information and 432 (44.2%) students agreed. But 69 (7.1%) students chose to disagree, and 21 (2.1%) students chose strongly to disagree. 887 (90.8%) out of 977 students think that the gamified methods help them to recall the information easily rather than other traditional methods.

I feel bad if I am unsuccessful when a gamification method is applied

This tables helps us to see how learners feel when they are unsuccessful in a gamified lesson. 164 (16.8%) students clicked on “strongly agree” and 353 (36.1%) students clicked on “agree” about feeling bad when they are not successful. 345 (35.3%) and 115 (11.8%) of the students chose “strongly disagree” and “disagree” about feeling not well. 460 (47.1%) of the students said they don’t feel bad when they fail in a gamified lesson. This can be an essential index for instructors as nearly half of the learners do not lose their motivation even if they are unsuccessful.

I think my reputation in the classroom improves with the badges I have

This table demonstrates learners’ engagement in the classroom with gamified lesson. 215 (22.5%) of the learners strongly agreed that their reputation improves with the badges, 401 (41%) of the learners agreed. On the other hand, 259 (26.5%) of the learners disagreed and 102 (10.4%) of the students strongly disagreed the fact that their reputation improves with the gamified lessons.

Each question I correctly answer improves my self-confidence

This table shows learners’ self-confidence with each correct question they have. 505 (51.7%) learners say, “strongly agree” and 409 (41.9%) of them say “agree” for this statement. However, 43 (4.4%) students clicked on “disagree” and 20 (2%) students “strongly disagree”. 914 (93.6%) of the participants out of 977, chose “strongly agree” and “agree” to illustrate their positive attitudes towards this statement.

Gamification methods help me to become more ambitious for success

Learners' motivations and its relatedness to gamification methods is displayed in this table. 411 (42.1%) of the learners strongly agree and 472 (48.3%) of the learners agree with the situation explaining their motivation increases with gamified lessons. 71 (7.3%) of them disagree and 23 (2.4%) of them strongly disagree with that situation. 883 (90.4%) of the learners are positive about the gamification methods in their lessons.

Gamification methods increase classroom competition

Classroom competition and its effect on the lesson are shown in this table. 376 (38.5%) of the learners strongly agree and 465 (47.6%) of them agree with this statement. Also, 112 (11.5%) of the learners disagree and 24 (2.5%) of them strongly disagree with the statement. Being in a competition is essential in learning environment and competitions is one of the key stages of motivating the learners. Learners prefer to have gamified lessons for their motivation to increase with competition.

Racing against time increases my speed in answering questions

This table help us to observe the relationship of speed & answering the questions. 409 (41.9%) learners strongly agree and 459 (47%) of the learners agree in this context. However, 87 (8.9%) students disagree, and 22 (2.3%) students strongly disagree in this situation. Racing against time is an important skill learners should have as they face exams during their educational life. That's why, 868 (88.8%) of the learners prefer to have gamified lessons for their development in terms of racing against time.

Gamification methods make me take on more responsibilities to become more successful in the lesson

Students' success and its connection with their responsibilities with gamified lesson are displayed in this table. 290 (29.7%) of the learners strongly agree and 497 (50.95) of them agree with that statement. 166 (17%) of them disagree and 24 (2.5%) of them strongly disagree. 787 (80.6%) of the learners say that their chance of having responsibilities increases with the help of gamified lessons.

Applications used in gamification allow me to practice time-management skills

Time-management skills and gamified lesson's relationships are displayed in this table. 332 (34%) of the learners strongly agree that applications used in gamification methods allow them to practice time-management skills. 531 (54.4%) of the learners agree

in this situation. 96 (9.8%) of the learners disagree in the relations between gamification and time-management skills. 18 (1.8%) of the participants strongly disagree.

Gamification methods enable me to learn difficult topics while having fun

Sometimes, students my find some topics difficult to cover. This table shows how gamified lessons help learners to overcome this issue. 424 (43.4%) of the students strongly agree and 452 (46.3%) of them agree in this. 72 (7.4%) of participants disagree and 29 (3%) of them strongly disagree. It is obvious from the table that 876 (89.7%) out of 977 learners deliver their wishes to use gamification methods in their learning environment especially for difficult topics.

I force myself to learn when using gamification methods to improve group achievement

Students force themselves to become successful for group's sake and this table indicates this situation. 289 (29.6%) of the learners strongly agree in forcing themselves to learn when using gamification methods to improve group achievement. For this aspect, 498 (51%) of the participants agree with this statement. However, 162 (16.6%) of them disagree and 28 (2.9%) of them strongly disagree with forcing themselves to learn with group.

Creating a competitive environment increases my interest in the lesson

Gamification method not only has impact on learners' motivation but also on their interest towards the lesson. According to this table, 319 (32.7%) of the learners strongly agree and 424 (43.4%) of them agree with the fact that their interest increases with the help of gamified lessons. However, 163 (16.7%) of participants disagree and 71 (7.3%) of them strongly disagree with this aspect.

Gamification methods increase my interest in the lesson in crowded classes

Students' interests and motivations may not increase with effective methods in crowded classroom environments. 315 (32.2%) of the participants strongly agree with the statement of gamification methods increase my interest in the lesson in crowded classes. 486 (49.7%) of them agree with that. However, 134 (13.7%) of students disagree and 42 (4.3%) of them strongly disagree with this statement.

CHAPTER V

5.DISCUSSION

5.1. Discussion of the Findings Related to the Participants' Demographic Information

At the conclusion of the questionnaire, it was possible to see how different learners decided on the gamification strategy. The disparities between them based on their gender and grade were explained in detail below.

5.1.1. Discussion of the Findings Related to the Participants' Gender

The gender of the participants is the first statement in the questionnaire. Most of the students that took part in the survey were female. Women are more eager to engage in surveys than males, according to Smith (2008). In addition, 626 (64 %) of the 977 respondents in this study are female students. In his study, Smith (2008) explained this phenomenon as females' desire to take part in a questionnaire or survey more than males. This research also proves the idea that Smith (2008) put forward. Out of 977 participants in this thesis, majority of them are female students who took part in the questionnaire. Women are more likely to choose to engage in online surveys on their own. It's fantastic that women are more inclined than males to participate in survey answers. Women are more likely to be active participants.

5.1.2. Discussion of the Findings Related to the Participants' Grade

There are 4 grades in high school in Turkiye's educational system, including 9^{th}, 10^{th}, $11^{th,}$ and 12^{th} graders. In 2005, Prairie Research Associates published a paper about high school students' commitment to their school and educational processes. According to results, from grade 6 to grade 12, students start to lose their behaviors towards their school. The rates of missing school, skipping school, and arriving late are the highest in 12^{th} graders. That's a mirror to our study, as 12^{th} graders showed less enthusiasm for participating in surveys. Once the students started to lose their commitment to their schools, their wishes to take part in questionnaires also begin to decrease. 12^{th} or 11^{th} graders' willingness to attend in any questionnaire or survey is also related to their attendance at school or class. If they are motivated to raise their attendance at school, their willingness to participate in a questionnaire or any school-related tasks may arise. According to the U.S

Department of Education (2016), there are some precautions to increase the students' attendance.

- Make it a habit for all teachers and staff to intentionally build relationships with pupils.
- Make a mentorship program.
- Keep track of attendance and follow up with students who aren't showing up.
- Reduce the number of barriers to attendance.
- Make chances for meaningful participation.
- As if they were your own children, treat them with decency and respect.
- Alternatives to suspension should be considered.
- Teachers should be role models for good attendance.
- To assist, make use of community resources.

  Utilizing these suggestions into the syllabus can provide learners with more attendance and this increasing helps their willingness to take part in surveys or questionnaires.

5.2. Discussion of the Findings Related to the Main and Sub Research Questions

"What are the perceptions of EFL learners on gamification method?"

Participants voiced their ideas regarding the gamification strategy throughout the entire questionnaire. 27 statements that addressed their educational, personal, and motivational viewpoints were delivered to them. The vast majority of students, without exception, expressed appreciation for the gamification method. The tables make it clear that students want a gamified learning environment to improve their effectiveness, motivation, and interpersonal skills when learning foreign languages and other disciplines covered in educational institutions.

"Are there significant differences in terms of learners' perceptions related to their gender and grade?"

Depending on their grade and gender, students make different decisions regarding the gamification method. Compared to male participants, female students are more eager to fill out the questionnaire. Additionally, their grades determine how they wish to convey their opinions regarding the gamification technique. Those in 12th grade are the least eager to participate, and students in 9th grade are the most eager.

5.3. Discussion of the Findings Related to the Motivational Perceptions of EFL Learners on Gamification Method

"The gamification method increases my interest in the lesson"

Nearly all the students, 91%, say their interest might increase with the help of the gamification method. According to Simões et al., (2012), the gamification method offers great potential for learners to increase their motivation during the classes. Also, Kapp (2012) points out that it is possible to increase the learners' motivation with the help of a gamified environment. When the learners are motivated, it is inevitable for them to become successful. For this reason, gamified elements and methods should be main tools in teaching process. De Sousa Borges (2014) put forward the relationship between gamification and learners' interest as most of the research was presented at conferences and focused on fostering student engagement through gamification-based learning activities in higher education. Both in literature review about the gamification and this thesis, it is obvious that majority of the learners' claim their interests are higher when compared to traditional learning environments. Surrounding a learning & teaching atmosphere for learners with the gamified elements can help to foster their motivations and belongings to school, classroom, and foreign language learning process.

"The Gamification Methods are Fun"

The main goal of education, regardless of its location, is to promote learning and growth (Delbanco, 2012). But the main issue here is to find out how today's learners prefer to learn, what kind of learning environment they'd rather to have. Seemiller et al., (2021), in their study, explains Gen Z's desires and understanding of the learning environment. The results of his study are mostly about "fun". Griffin (2005) also worked on students' engagements while learning and his findings suggest that learning environment should be fun, enjoyable, and purposeful. As with all literature review related to learners' fun, the more they have fun, the more effective learning outcomes they have eventually. In Table 13, 92.8% of the participants agree that gamification methods are fun. One of the challenges instructors are frequently challenged with conquering is introducing ways of delivery that students want to and like to engage with. The gamification methods may provide teachers with these delivery items to utilize in their lessons. The importance of gamification in terms of student satisfaction should not be overlooked. As it is clear from the Table 13, the importance of the gamification method is considerably high with numbers. Learners clearly find it more engaging and inspiring, but they also appear to love this delivery technique. Teachers appear to be making a sensible decision by incorporating gaming components into their lessons.

"Creating a competitive environment increases my interest in the lesson"

In his paper, Verhoeff (1997) claims the origins of education are rooted in an unknown past, while the origins of competitiveness are even more elusive. Even babies and children, naturally, seek partners to play with. From the early ages of childhood, babies start to searching someone to play with such as in hide & seek or wrestling. Verhoeff (1997) also claims that competition in education was also formed long ago in human history. The reason for children's choosing competition rather than single games is to be praised by peers, parents etc. In education, this praise can be utilized by badges or prizes with gamified elements. Gamification methods offer tons of ways to appreciate the learners' success with certificates, badges, or trophies. Also, it is not difficult to create and design them for teachers as applications or websites automatically creates them at the end of any session. In his study, Verhoff (1997) listed some alternatives for implementing competitions in the classroom. This list can be used as possibilities for contest and checklists for teachers.

- the intended goals vs impact that was achieved
- part of the curriculum vs. outside of the curriculum
- fun-based vs. serious
- a fictitious vs. real-life situation
- educational value vs. public-relations value
- participatory event vs. spectator event
- participation of parents and teachers
- organizing by student's vs. organizing without students
- individuals or groups
- inter-school vs. intra-school competitions, national vs international competitions
- competing against others vs. competing against oneself
- skill-based vs. knowledge-based
- dependence on culture and language
- small prizes vs. abundant ones
- limited time vs. continuously
- one-day competitions vs. multiple days
- formal vs. free format
- quick feedback vs. later feedback
- one round tournament vs. multi challenge
- for skillful learners vs. every student included
- related to school topics vs. not related

- single disciplinary vs. multi-disciplinary

Applications and websites make it simple to hold competitions of any type. And each one of them include rewards and badges for students who took part in the gamified class. In Table 15, 80.2% of the participants may desire to have prizes and badges to motivate themselves and feel important. If they feel related and motivated to the lesson, the success may be inevitable in education.

"I feel bad if I am unsuccessful when a gamification method is applied"

Out of 29 statements, Table 18 is the only one, students choose "disagree" option the most. 35.3% of the participants say they might not feel bad or unsuccessful even if they fail in a gamified lesson environment. This means, learners can continue to feel motivated and are still eager to move on with their process when they fail. According to Kapp (2012), if learners manage to have intrinsic motivation, their desire to continue, regardless of results, is still valid. The average recall and motivation rate of knowledge can be up to ten times higher when using gaming mechanics than when listening a lecture, Cook (2013). This is the reason why lots of students do not feel bad or demotivated when they cannot complete a task in a gamified class environment.

"I think my reputation in the classroom improves with the badges I have"

According to Deterding (2012), teachers interested in gamification methods find that the area has a wealth of tools, a critical awareness, and insight into the design and dynamics of collaborative, reputation, and reward system. It is practical to find a way to offer students an area in which they can gain a reputation with the gamification methods. In Table 19, 63.1% of the students think their reputation may improve with the badges and prize they get through games. With the help of mobile applications and websites offering gamified environment, teachers' chance to enhance learners' motivation with badges and reputations is quite possible and practical.

"Gamification methods help me to become more ambitious for success"

Teaching & learning environment involves teachers as facilitators and learners as participants. For learners to participate they need to be ambitious for the very specific subject. Glazewski and Hmelo-Silver (2018) listed some topics for ambitious learning. Problem-based learning (PBL) is one of the forms of ambitious learning. Authors advice lecturers to utilize their lessons with PBL as it provides learners with unique opportunities thanks to different tasks. In Table 21, 90.4% of the students indicate that they may become more ambitious when they experience a gamified lesson.

“Being placed in competition with other students in the classroom via a gamification method increases my motivation”

Being in a competition is one of the ways learners enjoy very much. In Table 22, 86.1% of the students also indicates their competition desires might increase with the help of gamification methods. Ediger (1996) claims, students benefit most from a well-balanced approach supporting learners experiencing that combines collaboration and competitiveness. So, teachers can easily enhance learning possibilities for students through competition and collaboration (Ediger, 1996). If teachers conduct a learning environment in which collaboration and competition are combined effectively, outcomes of learners are relatively positive.

“Gamification methods make me take on more responsibilities to become more successful in the lesson”

In a learning environment, students need to have responsibilities to foster their educational outcomes also there is a connection between autonomous learning and having responsibilities of learners (Egel, 2009). Having responsibilities helps learners gain their autonomous learning skills so teachers need to build their syllabuses accordingly. In Table 24, 80.6% of the students agreed with the statement “gamification method can make me take on more responsibilities to become more successful in the lesson”. To help learners to gain their self-confidence and auto learning skills, teachers need to apply the gamification elements into their practices.

“Gamification methods increase my interest in the lesson in crowded classes”

As Ekiz and Kulmetov (2016) stated in their study that learners’ motivation is influenced by their surroundings, including being in a crowded classroom. However, being physically in a good condition for learners is vital. Physical factors such as lighting, a pleasant ambiance, desk organization, the display of various images, and relevant items have a positive impact on learning. Ekiz and Kulmetov (2016) also listed some negative factors for learning environment in their study like dirt classes, stretched desks and crowded classrooms. As it can be observed from literature review, crowded classroom environments have detrimental factor for teaching and learning procedures. In Table 29, 82% of the students say that they can overcome their problems even if they are in a crowded classroom thanks to the gamification methods. If teachers can manage to create a classroom atmosphere in which students can engage with gamified elements and games, their chance to overcome some problems, arising from crowded classes, can increase easily.

"Rewards associated with gamification motivate me"

Embodied learning theory was proposed by Barsalou (1999) claiming that learners use their senses, bodily states, and situated actions to have a meaningful learning environment. Abrahamson et al., (2020) connected this theory to learners' surroundings which is called by Zohar and Levy (2021) perspective of embodied learning theory. In Table 9, 72.6% of the participants agreed in feeling better with gamified learning atmosphere and this can prove the embodied learning theory. If they feel better and confident, their chances of being successful is going to increase. As of 2022, nearly all the learners have smartphones with them, utilizing gamified element on smartphones make them feel more authentic in their learning environment. According to Apostolopoulos (2019) there are certain elements for learners to feel relaxed and confident in learning environment. These elements are "rewards", "badges", "points", "leaderboards", and "levels". To make learners have embodied learning at educational atmosphere, these elements need to be implemented by teachers. Educational gamification seeks to boost educational experiences for students by making game components more visible and apparent to them, as well as engaging them on a social, psychological, and logical level.

"I force myself to learn when using gamification methods to improve group achievement"

Group work is used as a means of learning at all levels of school. It was scientifically shown that having students' study and work in groups has benefits. In 20th century, according to previous research, there was an increase in research on students' collaboration during a class. (Lou et al., 1996; Gillies, 2010; Boyle 2011). According to Gillies (2010) group work (collaborative work) contributes to learners' development of inquiring, sharing ideas, clarifying differences, problem solving, and creating new ideas. Gamification method provides lecturers with various ways to create group works and to lead students into collaborative environment. In Table 14, 87.8% of the participants agreed their achievements might be up to group works and gamification methods help them. Smith (1996) listed the essentials of group work to be successful; these elements can be listed as follows:

- interdependence that is beneficial
- promotional engagement with people in person
- personal accountability
- teamwork abilities
- processing in a group

When all these components are provided in a learning environment, the chance to become successful for students is much higher. Hence, by presenting the learners with a learning atmosphere in which they can cooperate, they feel more related, and their motivation increases accordingly.

"I study more to become more successful thanks to gamification methods"

With the aid of the gamification method, this table depicts how students are eager to converse in the target language. It is obvious that 78.5% of the learners can be ready to speak and write to communicate if gamified elements are implemented in the learning atmosphere. In their article, Radhika, Phil, R-II, Chennai (2017) listed some suggestions to improve communication skills.

- When learners are in a good mood, language should be thought of in an active atmosphere.
- More hours should be conducted for English lessons
- Learners should be provided with a chance to develop their speaking areas.
- To support linguistic competence, learners should be exposed more income & outcome.
- Learners need to utilize the target language creatively and spontaneously.
- Learners need to have lots of topics in which they can feel free to talk.
- Students need to access native speakers' listening directly.
- Activity-based groups should be created for students such as reading clubs, movie clubs, acting club etc.

Thanks to the gamification method; these suggestions above are presented easily. Teachers can easily access and apply these suggestions to their teaching methods with gamified elements.

5.4. Discussion of the Findings Related to the Educational Perceptions of EFL Learners on Gamification Method

"I want gamification methods to be used in other lessons as well"

Gamification method is not something related only to language classes. Utilizing the gamified method can be thought of for every subject offered by schools and institutes. Bagheri, Alinezhad, Mojtaba (2019) prepared a work called "gamification in higher education: implications to improve entrepreneurship education", Khalil et al., (2017) studied on "gamification-based learning framework for a programming course", Martínez et al., (2019) published a work named "Jump to the next level: A four-year gamification experiment

in information technology engineering", Khandelwal et al., (2017) pointed out "the impact of gamification on code review process: An experimental study", Ivanova, Kozov and Zlatarov (2019) also mentioned about "The gamification in software engineering education". A little literature research can enlighten how gamification method can be adapted for different fields in education, ranging from foreign language learning to code review. Apparently, students participated in having gamified lesson in their learning schedule also. 86.4% of total participants would like to have gamification methods used in other disciplines, too. Not only foreign language learning, maybe Math, Biology, PE, and other subjects can be arranged according to gamification methods. As it is clear from literature review and findings from the questionnaire, learners from high school, wish to carry on their educational processes with gamified environments.

"Gamification methods increase classroom competition"

Personal ambition to suppress others motivates competitive behaviors (Franken & Brown, 1995; Franken et al., 1994). Students can be motivated by competitions to set higher personal goals and put-up greater effort (Hauston et al., 2005; Tjosvold et al., 2006). In Table 6 results, most of the learners in this study (78.5%) indicate their ambitious placed in gamified environment can increase their motivation. Rather than traditional ways, gamified method offers easier and more practical ways to implement competition in learning environment. Gamification was shown to be an effective means of enhancing a learner's motivation to participate in training once again. According to Taylor and Francis (2018), gamified courses are more stimulating than standard course delivery techniques for 67 percent of students. Taylor and Francis (2018) reported their 3 findings on gamification-motivation relationship.

- Firstly, the current study shows that a large percentage of participants (67.7%) in an organizational behavior course reported that the instructional gamification surroundings enhanced their perceived motivation in general; they discovered it more or much more motivating than a traditional instructional design.

- Secondly, gaming components connected to tracking one's own and others' progress, as well as those offering performance feedback, were judged to be the most stimulating course design.

- Finally, we were gratified to see that the advantages of gamification were not confined to individuals with certain demographic traits in our data. The instructional gamification atmosphere was inspiring to students of all ages and genders.

“Gamification methods contribute to information exchange among friends”

According to Dolgova et al., (2019), student information interchange ensures their self-development in terms of self-realization. The usage of digital gadgets has a direct impact on information literacy, children’s developments and interacting with others. In the context of an educational institute setting, readiness for information exchange refers to an integrated collection of phycological and operational qualities of educational process subjects that are necessary for the successful transmission of instructional and motivating information via technological technology. In Table 16, it can be observed that 89.6% of the learners claims they might have a change to exchange information among friends when it comes to gamified lessons.

“Information can be recalled more easily thanks to gamification method”

Without the gamification methods, traditional ways were adapted into the education and students’ extrinsic motivation is only to pass the test (Shute & Wentura, 2013). However, with this method, learners may have difficulty in recalling the information as their only goal is to pass the test (Werbach & Hunter, 2012). Gamified elements help learners have intrinsic motivation and their aim is not only to pass the test they are given. Gamification, according to Kapp (2012), focuses on meeting learners' intrinsic needs by providing timely feedback, giving them control over the knowledge, and generating curiosity. During the process in which learners are intrinsically motivated, their chance to recall information easily increases. As Ryan and Deci (2000) pointed out, the recalling depends on whether the learner is motivated extrinsically or intrinsically. In Table 17, 90.8% of the students express that they can easily recall information if they are exposed to gamified elements in a class.

“Applications used in gamification allow me to practice time-management skills”

In Table 25, 88.3% of the learners think that their chance to practice their time management skills can improve with the help of gamification methods. It is essential for learners to have time-management skills in their learning procedure. As learning doesn’t only take place in school, learners need to control their time managements outside the classroom also. Especially during Covid-19 outbreak, learners had to stay at home and experience distance learning for almost 2 years all over the world. Managing the time and controlling it effectively had vital role in their learning during pandemic. Learners with time-management skills easily create their programs, schedules and carry on their learning.

"I communicate more with my friends to become more successful via gamification methods"

Self-efficiency is vital skill for students as it provides them with seeing their weak points and have the courage to carry on their studies on their own. As Bandura (1977) mentioned self-efficacy has impact on choice of activities. According to this table, it is obvious that students agree & strongly agree (87%) they study more to become successful with gamification methods. Instructors who want their learners to become self-sufficient can try to utilize their teaching processes with gamified elements. Sitting in a classroom silently and listening to a teacher is a typical behavior of learners in traditional learning environment, however this cannot help students to gain motivation and self-efficiency. To make learners access more outcomes in learning procedures, teachers can help them to gain self-confidence and self-efficiency. Banfield and Wilkerson (2014) examined the self-efficiency and gamification relations in their study. According to Banfield and Wilkerson (2014), self-efficiency consists of 2 major elements intrinsic and extrinsic motivation. If learners are intrinsically motivated, their chance to experience self-efficiency is likely to increase. As long as learners have self-efficiency skills, they can easily evaluate themselves and their learning practices. This ability helps them to become more successful learners and individuals outside the classroom as well.

"Gamification methods enable me to learn difficult topics while having fun"

Students have a stronger intrinsic drive to learn when lecturers make education personally more meaningful and relevant to their lives, as well as more entertaining, engaging, and difficult (Brophy, 1987; Çimer, 2007; & McCombs, 2015). According to Forsyth and McMillan (1991) students' interests in the subject and motivation are revitalized by a range of educational activities. As Çimen et al., (2011) stated teachers can do this by utilizing visual resources, teaching via practical work, using examples from students' lives, connecting themes, and explaining foreign phrases and vocabulary thoroughly. Almost all the students ,89.7%, in Table 26 clarify their thoughts that they can understand even difficult topics when they have fun during a class.

"Performing group work with a gamification method illustrates how achievement can be obtained through collaboration"

Teamwork skills and learners' desire to carry themselves further are becoming important in learning environments. Avry et al., (2020) defined teamwork as an effective way to overcome a difficult topic while learning. In recent years, instead of individual works, group works played an essential role in classrooms. As a result, group duties gained more

importance than ever. Littelon and Hâkkinen (1999) defined collaborative work as a sharing sense leading them to win in the end. Sawyer and Obeid (2017) clarified teamwork as an atmosphere in which learners force themselves to carry further. Dawson (2008) also defined collaboration work as an integration of learners into a learning environment. As it can be easily observed from the literature, students tend to force themselves more when it comes to group work. In Table 27, 80.6% of the participants wish to have a gamified lesson to force themselves for group's sake.

"Use of a learning method blended with a gamification helps me to understand the lesson better"

The popularity of gamification increased in the last decade, and there are several examples of corporations, web designers, and educators using it to engage and encourage a target group with positive results (Chou, 2014). Dunlosky et al., (2013) claims that gamified lessons enhance the learning outcomes faster than traditional ways. This means, it is easier to conduct a lesson with gamified elements for a shorter time than longer sessions. Not also time saving, understanding better is also possible with gamification methods. Sweetser and Wyeth (2005) developed a questionnaire measuring the learners' enjoyment during a class which leads them to better understanding. Also, Fu et al., (2009) worked on a questionnaire about learners' enjoyment in gamified environment which is connected to better learning. In Table 12, it is obvious that 90.5% of the learners claim they may be better learners when gamified elements are implemented. If learners think they are better, it is easier for them to overcome topics they face. If learners are motivated, feel related to the procedure, feel confident, have self-efficacy, their chance of being successful and overcoming topics, normally they find it difficult to cover, may increase accordingly. While intra-learning engagement levels are examined, motivation to participate in education is another element that demonstrates an education program's efficacy. These elements are represented widely in gamified learning environments. Gamification was shown to be an effective means of enhancing a learner's motivation to participate in training once again.

5.5. Discussion of the Findings Related to the Personal Perceptions of EFL Learners on Gamification Method

"Winning badges through a gamification method makes me feel important"

Regardless of their age, learners tend to be motivated when he/she gets a prize. Alfie (1999) claimed in his research, rewards have only positive effect on learners. Later, Costicâ (2014) listed the types of rewards by teacher himself/herself and their impact on students.

According to Costicâ (2014) there are basic 10 rewards conducted by teachers during a class.

- “Praise in front of the class” is the most preferred one (57.5%)
- “Grade increase” is the second most popular one (12.5%)
- “Organizing fun moments” is another popular type. (7.5%)
- rest of the list consists of “teacher gifts, calling parents to congratulate, student support request, pupils’ access to teacher’s library, granting of diplomas.”

Considering the most effective rewards above, a gamified method has a potential to provide all of them. At the end of a gamified lesson learners are praised in front of a whole class, their grades show incline, while studying they have fun, teachers can give gift and their parents also can be called to congratulate.

“Racing against time increases my speed in answering questions”

According to Chang and Millett (2017), students’ speeds can increase if they are exposed to related context. A study was carried out with a group of students by Chang and Millett (2017) and results support the idea that learners need motivating and relatable context to be able to answer in shorter time. In Table 23, 88.8% of the participants wish to experience a gamified lesson as their speed in answering is increasing. It is very practical for teachers to utilize their teaching methods in relatable contexts with gamification methods and this results in supporting the learners’ speed in answering questions.

“Each question I correctly answer improves my self-confidence”

Table 20 is about learners’ ‘self-confidence level and developments with the gamification methods. 93.6% of the participants states that their self-confidence can increase thanks to gamified elements implemented into a classroom atmosphere. Tunçel (2014) sums up self-confidence as a cognitive human perspective that aids in the fulfillment of essential human needs such as pleasure and success. That means; self-confidence is considerably related to success and helping learners to gain self-confidence directly have impact on students’ outcomes. Rubio (2007), in his study, deals with self-confidence and foreign language learning. He basically focuses on two concepts: “high self-confidence” and “low self-confidence”. According to Rubio (2007), low self-confidence may result in not having a good start in foreign language education, so learners need to be backed up in terms of their confidence. That means a person with low self-confidence is likely to fail when starting a new journey to learn a foreign language.

“The gamification method allows me to see my achievement status and improve myself in the areas that I am weak in”

Students’ awareness of their learning processes is called self-efficiency. According to Gnauk et al., (2012), when a person succeeds at a series of activities that gradually become more challenging, his or her self-efficiency increases. Gamified practices that begin with smaller, easier activities might therefore aid in the development of users’ self-efficacy. By monitoring progress and providing users with immediate evaluations of their work, systems based on points, symbols, and bars of advancement can help to boost self-efficacy. When it comes to this survey carried out with 977 participants; 88.2% of them think the gamified elements might help them to realize their weak points, that means they gain their self-efficiency. It is self-evident that using the gamification method, teachers can simply supervise their students' learning processes. According to Ortiz Rojas et. al., (2017), when researching the influence of gamification on academic achievement, self-efficacy and engagement have a direct or mediating role. In their research, they conducted a survey about belonging and self-efficacy, the result of the study supports the idea that gamified based learning & teaching environments help learners gain self-efficacy.

“Using a gamification method through my smartphone makes me feel better”

Braojos et al., (2019) conducted a study with students to analyze the impact of competitive learning environment. And their result supports the idea that competitive group conditions have higher level of positive outcomes. According to Braojos et al., (2019) students from competitive environments are easily address epistemic uncertainty, exhibit stronger positive interdependence, and make cognitively deeper contributions. Table 28 revealed that "creating a competitive setting boosts my interest in the class" piqued the attention of 76 percent of the participants. Thanks to gamification method, it is practical to create a lesson in which learners can find themselves competing with each other. There are numerous applications and websites offering competitive environment for students. Teachers need to utilize these applications and tools for the benefit of their learners.

CHAPTER VI

6.CONCLUSION

The gamification method offers instructors and students a variety of games and applications that promote engagement, motivation, and learning outcomes that are crucial components of any educational process. Maybe it was difficult to gamify the teaching atmosphere in the past, but today, with the development of smart phones, tablets, and personal computers, it became more practical and easier to integrate gamification into language classes. Today's high school students are digital natives who were raised in technologically advanced surroundings since they were little children. They were on a technological device when they learnt to walk, read or even when they were just sitting. That is why any learning environment without gamifying elements cannot be considered as effective or authentic for them. In 2022, high school pupils started using a gamified environment to learn their native tongue. A learning process without gamified elements is not organic for them. Nearly all the students who participated in this study expressed their wish to be able to use gamification methods in their learning practices. Students that were involved in this study claimed that their motivation, success, self-confidence, groupwork skills, and time management skills were developed with the help of gamified lessons. According to the data obtained in the study, students show positive attitudes towards the gamification methods to be utilized in their English lessons and other lessons as well. Their chance to win prizes, compete against others, being in an online environment, forcing themselves for time management, working as group affected them in a positive way. When gamification is used, the cognitive load factor must be considered as well as other certain factors. When considering all the options and possibilities that gamification offers, it is extremely practical and beneficial to develop game-based lessons for any topic. This study established the efficacy of the gamification method in terms of learners' motivation, sense of belonging, wants, and desired learning results.

6.1. Pedagogical Implications

On the basis of the findings and conclusions of this study, some significant recommendations to researchers in the field of English language education can be

highlighted. Firstly, the gamification methods and gamified elements utilized in learning environments have positive outcomes for foreign language learning; for reading, speaking, writing, and listening. In their research, Li and Chu (2021) focused especially on learners' reading skills development with a gamified learning environment. Li and Chu (2021) agreed to say that based on a longitudinal design, their study, which consists of three sub-studies, investigates the impact of a gamification pedagogy on children's reading. The three sub-studies were intertwined, requiring triangulation of data from several angles. Secondly, deep involvement in the gamified e-learning platform improved students' reading interests, motivation, habits, and abilities, notably in second language reading, according to their findings. Nikmah (2020) also pointed out that it is evident that gamification in English learning is both necessary and desirable in all educational settings. Gamification is superior to other learning techniques as a new learning strategy. Gooch (2016) stated in his research that gamification can help students stay motivated thanks to a combination of a highly customizable design and pedagogically customized appropriation by teachers. Gooch (2016) also pointed out that the gamification strategy contributes in two ways. He created several interim opportunities for the application of gamification in the classroom. These techniques have the potential to improve how instructors employ gamification in the classroom as well as the influence it has on students' learning outcomes. Finally, in this thesis, it is obvious that the gamification method contributed to developing a learner's foreign language skills and, in some elements, helping them to overcome related problems while learning a second language. Learners expressed their thoughts on being motivated, feeling valuable, feeling related, loving the subject, seeing themselves as successful, enjoying the learning environment, etc.

6.2. Recommendations for Further Studies

This study was carried out with high school learners around Turkiye. Next studies can be conducted with middle school or primary school learners to measure the effects of the gamification method on their foreign language learning journey. As students in Turkiye start their language learning journey in primary school or even in kindergarten (in private schools), it may be essential to understand their perceptions and desires for the foreign language learning process. As mentioned in the limitations section, this research focused only on quantitative data. In the following studies, interviews with learners could be another option. When young learners are motivated intrinsically, their chances of becoming more successful in higher education institutions may be higher. Another suggestion is to conduct research with students who do not have access to technology or the internet. Their perceptions towards the gamified learning environment can be measured.

REFERENCES

Abrahamson, D., M. J., Williams-Pierce, C., Walkington, C., Ottmar, E. R., Soto H., &, Alibali M. W. (2020). The future of embodied design for mathematics teaching and learning. In *Frontiers in Education*, *p.147. Frontiers,* 2020. https://doi.org/10.3389/feduc.2020.00147

Abt, C. C. (1970). Serious games. New York: *Viking Press.* https://doi.org/10.1177/000276427001400113

Aldrich, C. (2005). Learning by doing: A comprehensive guide to simulations, computer games, and pedagogy in e-learning and other educational experiences. John Wiley & Sons. t.ly/Msry

Alsubaie, A., Alaithan, M., Boubaid, M., & Zaman, N. (2018). Making learning fun: educational concepts & logics through game. *In 2018 20th International Conference on Advanced Communication Technology (ICACT)* (pp. 454-459). IEEE. https://doi.org/10.23919/icact.2018.8323791

Al-Qahtani, A. A., & Higgins, S. E. (2013). Effects of traditional, blended and e-learning on students' achievement in higher education. *Journal of computer assisted learning*, *29*(3), 220-234.

https://doi.org/10.1111/j.1365-2729.2012.00490.x

Amedahe, F. K. (2008). Teacher education conference proceedings. *Adwinsa Publications (Gh.) Ltd: University of Cape Coast.* https://arpgweb.com/pdf-files/rje1(5)79-86.pdf

Amriani, A., Aji, A. F., Utomo, A. Y., & Junus, K. M. (2013). An empirical study of gamification impact on e-Learning environment. In *Proceedings of 2013 3rd international conference on computer science and network technology* (pp. 265-269). IEEE. https://doi.org/10.1109/iccsnt.2013.6967110

Anderson, J. R. (1983). A spreading activation theory of memory. *Journal of verbal learning and verbal behavior*, *22*(3), 261-295. https://doi.org/10.1016/S0022-5371(83)90201-3

Anderson, J. Q., & Rainie, L. (2012). Gamification: Experts expect ‘game layers’ to expand in the future, with positive and negative results. *Pew internet & american life project*. **t.ly/7yzb**

Arsmstrong, K., & Retterer, O. (2008). Blogging as l2 writing: a case study*. AACE Journal, 16*(3), 233-251. https://www.learntechlib.org/p/24300/

Alfie K. (1999). The schools our children deserve: moving beyond traditional classrooms and" tougher standards*"*. *Houghton Mifflin Harcourt*. **t.ly/tSJK**

Alshammari, M. T. (2020). Evaluation of gamification in e-learning systems for elementary school students. TEM Journal, 9(2), 806-813. https://www.ceeol.com/search/article-detail?id=869916

Apetrei, T. C. (2018). Achievement unlocked: improving second language learning with educational gamification. http://hdl.handle.net/10230/36113

Apostolopoulos, A. (2019). The 2019 gamification at work survey. *Verfügbar unter: https://www. talentlms. com/blog/gamification-survey-results/ [26.06. 2020]*. t.ly/mEwy

Atılır, İ. & Su-Bergil, A. (2020). Reflections of English language teachers about the effect of using songs on pronunciation. *Futuristic Implementations of Research in Education (FIRE*), 1(2), 64-77. http://firejournal.org/index.php/fire/article/view/26/17

Avry, S., Chanel, G., Bétrancourt, M., & Molinari, G. (2020). Achievement appraisals, emotions, and socio-cognitive processes: how they interplay in collaborative problem-solving? *Computers in Human Behavior*, *107*, 106267. https://doi.org/10.1016/j.chb.2020.106267

Azzouz B., N., & Gutiérrez-Colón, M. (2020). Effect of gamification on students' motivation and learning achievement in second language acquisition within higher education: a l iterature review 2011-2019. *The EuroCALL Review*, 28(1), 40. https://doi:10.4995/eurocall.2020.12974

Bagheri, A., Alinezhad, A., & Sajadi, S. M. (2019). Gamification in Higher Education: Implications to Improve Entrepreneurship Education. In *European Conference on Games Based Learning* (pp. 48-XIII). Academic Conferences International Limited. https://doi.org/doi:10.34190/gbl.1962

Baptista, G., & Oliveira, T. (2018). Gamification and serious games: A literature metanalys is and integrative model. *Computers in Human Behavior, 92, 306–315*. https://doi.org/10.1016/j.chb.2018.11.030

Barsalou, L. W. (1999). Perceptual symbol systems. Behavioral and Brain Sciences, 22, 577-660. Bransford, J. D., & Johnson, M. K. (1972). *Contextual prerequisites for*

understanding: Some investigation https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.4.5511&rep=rep1&type=pdf

Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological review*, *84*(2), 191. https://doi.org/10.1037/0033-295X.84.2.191

Bandura, A., Freeman, W. H., & Lightsey, R. (1999). Self-efficacy: The exercise of control. https://doi.org/10.1891/0889-8391.13.2.158

Banfield, J., & Wilkerson, B. (2014). Increasing student intrinsic motivation and self-efficacy through gamification pedagogy. *Contemporary Issues in Education Research (CIER)*, *7*(4), 291-298. https://doi.org/10.19030/cier.v7i4.8843

Barcena, E., & Sanfilippo, M. (2015). The audiovisual knowledge pill as a gamification stra tegy in second language online courses. Circulo de Linguistica Aplicada a La Comun icacion, 63, 22– 151. https://doi.org/10.5209/rev_CLAC.2015.v63.50172

Battin-Pearson, S., Newcomb, M. D., Abbott, R. D., Hill, K. G., Catalano, R. F., & Hawkins, J. D. (2000). Predictors of early high school dropout: A test of five theories. *Journal o f Educational Psychology, 92, 568-582*. https:// https://psycnet.apa.org/record/2000-12129-015

Becker, K., & Nicholson, S. (2016). Gamification in the classroom: old wine in new badges. *Learning, education, and games*, *61*. https://doi.org/10.1007/978-3-319-03973-2_38

Berns, A., Isla-Montes, J.-L., Palomo-Duarte, M., & Dodero, J.-. (2016). Motivation, studen ts' needs and learning outcomes: A hybrid game-based app for enhanced language l earning. *SpringerPlus,* 5(1). https://doi.org/10.1186/s40064-016-2971-1

Bicen, H., & Kocakoyun, S. (2018). Perceptions of students for gamification approach: kah oot as a case study. *International Journal of Emerging Technologies in Learning* (iJE T), 13(02), 72. https://doi:10.3991/ijet.v13i02.7467

Brophy, S., Cooksey, R., Davies, H., Dennis, M. S., Zhou, S. M., & Siebert, S. (2013). The effect of physical activity and motivation on function in ankylosing spondylitis: a cohort study. In *Seminars in arthritis and rheumatism* (Vol. 42, No. 6, pp. 619-626). WB Saunders. https://doi.org/10.1016/j.semarthrit.2012.09.007

Brand, J., Kinash, S., Mathew, T., & Kordyban, R. (2011). iWant does not equal iWill: Correlates of mobile learning with iPads, e-textbooks, BlackBoard Mobile Learn and a blended learning experience. In *Proceedings ASCILITE 2011: 28th annual conference of the Australasian society for computers in learning in tertiary education: Changing demands, changing directions* (pp. 168-178). University of Tasmania. http://www.leishman-associates.com.au/ascilite2011...

Gutiérrez-Braojos, C., Montejo-Gamez, J., Marin-Jimenez, A., & Campaña, J. (2019). Hybrid learning environment: Collaborative or competitive learning? *Virtual Reality*, *23*(4), 411-423. https://doi.org/10.1007/s10055-018-0358-z

Brophy, J. (1987). Synthesis of research on strategies for motivating students to learn. *Educational leadership*, *45*(2), 40-48. https://eric.ed.gov/?id=EJ362226

Boyinbode, O. (2018). Development of a gamification based English vocabulary mobile learning system. *International Journal of Computer Science and Mobile Computing*, Vol.7 Issue.8, August- 2018, pg. 183-191. https://shorturl.at/EFJY1

Buckley, P., & Doyle, E. (2016). Gamification and student motivation. *Interactive learning environments*, *24*(6), 1162-1175. https://doi.org/10.1080/10494820.2014.964263

Burke, B. (2016). *Gamify: How gamification motivates people to do extraordinary things*. Routledge. https://doi.org/10.1080/10494820.2014.964263

Busse, V., & Walter, C. (2013). Foreign language learning motivation in higher education: A longitudinal study of motivational changes and their causes. *The modern language journal*, *97*(2), 435-456. https://doi.org/10.1111/j.1540-4781.2013.12004.x

Boyle, E., Connolly, T. M., & Hainey, T. (2011). The role of psychology in understanding the impact of computer games. *Entertainment computing*, *2*(2), 69-74. https://doi.org/10.1016/j.entcom.2010.12.002

Cahyani, A. D. (2016). Gamification approach to enhance students' engagement in studyin g language course. *MATEC Web of Conferences*, 58, 03006. https://doi:10.1051/matecconf/20165803006

Caputo, J., Dahne, J. R., Holbert, B. D., Klein, B. A., Kriz, V., Liu, K. X., ... & Young, J. (2010). The Design and Implementation of an Educational Computer Game and Its Study as a Motivational Tool for Middle School ESOL Students (Doctoral dissertation). http://hdl.handle.net/1903/10087

Caponetto, I., Earp, J., & Ott, M. (2014). Gamification and education: A literature review. In *European Conference on Games Based Learning* (Vol. 1, p. 50). *Academic Conferences International Limited.*

Cuevas-Martínez, J. C., Yuste-Delgado, A. J., Perez-Lorenzo, J. M., & Triviño-Cabrera, A. (2019). Jump to the next level: A four-year gamification experiment in information technology engineering. *IEEE Access*, *7*, 118125-118134. https://doi.org/10.1109/access.2019.2932803

Charmaz, K. (2000). Grounded theory: Objectivist and constructivist methods. *Handbook of qualitative research*, *2*(1), 509-535. t.ly/udLm

Chang, C. S., Liu, E. Z. F., Sung, H. Y., Lin, C. H., Chen, N. S., & Cheng, S. S. (2014). Effects of online college student's Internet self-efficacy on learning motivation and performance. *Innovations in education and teaching international*, *51*(4), 366-377. https://doi.org/10.1080/14703297.2013.771429

Chang, A., & Millett, S. (2017). Narrow reading: Effects on EFL learners' reading speed, comprehension, and perceptions. http://hdl.handle.net/10125/66725

Chapman, J. R., & Rich, P. J. (2018). Does educational gamification improve students' motivation? If so, which game elements work best?. *Journal of Education for Business*, *93*(7), 315-322. https://doi.org/10.1080/08832323.2018.1490687

Chou, T. C. R. (2014). A Scale of university students' attitudes toward e-learning on the moodle system. *International Journal of Online Pedagogy and Course Design (IJOPCD)*, *4*(3), 49-65. https://doi.org/10.4018/ijopcd.2014070104

Costică, S. E. (2014). About rules, punishments, and rewards in education. *Procedia-Social and Behavioral Sciences*, *112*, 1160-1166. https://doi.org/10.1016/j.sbspro.2014.01.1280

Cook, W. H. I. T. N. E. Y. (2013). Five reasons you can't ignore gamification. *Chief Learning Officer*, *12*(5), 46-55. t.ly/Hiap

Creswell, J. W., & Creswell, J. (2003). *Research design* (pp. 155-179). Thousand Oaks, CA: Sage publications. t.ly/Ua8w

Çeker, E., & Özdamlı, F. (2017). What is gamification and what it's not. *European Journal of Contemporary Education.* https://doi.org/10.13187/ejced.2017.2.221

Çimen, O., Gökmen, A., Altunsoy, S., Ekici, G., & Yılmaz, M. (2011). Analysis of biology candidate teachers' self-efficacy beliefs on environmental education. *Procedia-Social and Behavioral Sciences*, *15*, 2549-2553. https://doi.org/10.1016/j.sbspro.2011.04.143

Cimer, A. (2007). Effective teaching in science: A review of literature. *Journal of Turkish science education*, *4*(1), 20-44. https://www.tused.org/index.php/tused/article/view/657

Danowska F., E., & Mostowski, P. (2012). Gamification as a new direction in teaching Polish as a foreign language. *ICT for Language Learning*. https://shorturl.at/aknF9

Darby, A., Longmire-Avital, B., Chenault, J., & Haglund, M. (2013). Students' motivation in academic service-learning over the course of the semester. *College Student Journal*, *47*(1),185-191. https://www.ingentaconnect.com/content/prin/csj/2013/00000047/00000001/art00019#trendmd-suggestions

Dawson, S. (2008). A study of the relationship between student social networks and sense of community. *Journal of educational technology & society*, *11*(3), 224-238. https://www.jstor.org/stable/jeductechsoci.11.3.224

Sousa B., S., Durelli, V. H., Reis, H. M., & Isotani, S. (2014). A systematic mapping on gamification applied to education. In *Proceedings of the 29th annual ACM symposium on applied computing* (pp. 216-222). https://doi.org/10.1145/2554850.2554956

Dehghanzadeh, H., Fardanesh, H., Hatami, J., Talaee, E., & Noroozi, O. (2019). Using ga mification to support learning English as a second language: a systematic review. *Co mputer Assisted Language Learning*, 1–24. https://doi:10.1080/09588221.2019.1648298

Deterding, Sebastian, The Ambiguity of Games: Histories and Discourses of a Gameful World (July 9, 2014). Forthcoming in Walz, Steffen P. & Sebastian Deterding (eds.): *The Gameful World. Approaches, Issues, Applications. Cambridge, MA: MIT Press.,* https://ssrn.com/abstract=2463983

Deterding, S., Dixon, D., Khaled, R., & Nacke, L. (2011). From game design elements to g amefulness: Defining gamification. In Proceedings of the 15th International Academi c *MindTrek Conference: Envisioning future media environments (pp. 9–15).*

Deterding, S. (2012). Gamification: designing for motivation. *interactions*, *19*(4), 14-17. https://doi.org/10.1145/2212877.2212883

Delbanco, A. (2012). College at Risk. *Chronicle of higher education*. https://eric.ed.gov/?id=EJ987292

Domínguez, A., Saenz-de-Navarrete, J., De-Marcos, L., Fernández-Sanz, L., Pagés, C., & Martínez-Herráiz, J. J. (2013). Gamifying learning experiences: Practical implications and outcomes. *Computers & education*, *63*, 380-392. https://doi.org/10.1016/j.compedu.2012.12.020

Dolgova, V. I., Belikov, V. A., & Kozhevnikov, M. V. (2019). Partnership as a Factor in the Effectiveness of Practice-Oriented Education of Students. *International journal of education and practice*, *7*(2), 78-87. https://eric.ed.gov/?id=EJ1218505

Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public interest*, *14*(1), 4-58. https://doi.org/10.1177/1529100612453266

Draffan, E. A., & Rainger, P. (2006). A model for the identification of challenges to blended learning. *ALT-J*, *14*(1), 55-67. https://doi.org/10.1080/09687760500479787

Drysdale, J. S., Graham, C. R., Spring, K. J., & Halverson, L. R. (2013). An analysis of research trends in dissertations and theses studying blended learning. *The Internet and Higher Education*, *17*, 90-100. https://doi.org/10.1016/j.iheduc.2012.11.003

Ediger, M. (1996). Cooperative learning versus competition: Which is better? Journal of Instructional Psychology, 23, 204-300. https://www.isetl.org/ijtlhe/pdf/ijtlhe121.pdf

Egel, I. P. (2009). Learner autonomy in the language classroom: From teacher dependency to learner independency. *Procedia-Social and Behavioral Sciences*, *1*(1), 2023-2026. https://doi.org/10.1016/j.sbspro.2009.01.355

Ekiz, S., & Kulmetov, Z. (2016). The factors affecting learners' motivation in English language education. *Journal of Foreign Language Education and Technology*, *1*(1). https://www.ceeol.com/search/article-detail?id=473778

Faria, A. J., & Whiteley, T. R. (1990). An empirical evaluation of the pedagogical value of playing a simulation game TN a principles of marketing course. In *Developments in Business Simulation and Experiential Learning: Proceedings of the Annual ABSEL*

conference (Vol. 17). https://absel-ojs-ttu.tdl.org/absel/index.php/absel/article/view/1766

Figueroa, J. (2015). Using gamification to enhance second language learning in: digital education review, 21, 32-54. https://dialnet.unirioja.es/servlet/articulo?codigo=5495904

Figueroa, J. (2015). Using gamification to enhance second language learning in: *Digital Education Review*, 21, 32-54. http://greav.ub.edu/der

Flatla, D. R., Gutwin, C., Nacke, L. E., Bateman, S., & Mandryk, R. L. (2011). Calibration games: making calibration tasks enjoyable by adding motivating game elements. In *Proceedings of the 24th annual ACM symposium on User interface software and technology* (pp. 403-412). https://doi.org/10.1145/2047196.2047248

Flores, J.F. (2015). Using gamification to enhance second language learning. *Digital Education Review*, 32-54. - http://greav.ub.edu/der/

Franken, R. E., Hill, R., & Kierstead, J. (1994). Sport interest as predicted by the personality measures of competitiveness, mastery, instrumentality, expressivity, and sensation seeking. *Personality and Individual Differences*, *17*(4), 467-476. https://doi.org/10.1016/0191-8869(94)90084-1

Franken, R. E., & Brown, D. J. (1995). Why do people like competition? The motivation for winning, putting forth effort, improving one's performance, performing well, being instrumental, and expressing forceful/aggressive behavior. *Personality and individual differences*, *19*(2), 175-184. https://doi.org/10.1016/0191-8869(95)00035-5

Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the national academy of sciences*, *111*(23), 8410-8415. https://doi.org/10.1073/pnas.1319030111

Forsyth, D. R., & McMillan, J. H. (1991). Practical proposals for motivating students. *New directions for teaching and learning*, *1991*(45), 53-65. https://doi.org/10.1002/tl.37219914508

Fu, M., & de Souza, C. E. (2009). State estimation for linear discrete-time systems using quantized measurements. *Automatica*, *45*(12), 2937-2945. https://doi.org/10.1016/j.automatica.2009.09.033

Godwin-Jones, R. (2019). Riding the digital wilds: Learner autonomy and informal language learning. *Language Learning & Technology*, *23*(1), 8-25. http://hdl.handle.net/10125/44667

Garland C., M. & Christopher M. (2015) Gamification and implications for second language education: a meta-analysis. *Culminating Projects in English*. 40. https://repository.stcloudstate.edu/engl_etds/40

Garrison, D. R., & Vaughan, N. D. (2008). *Blended learning in higher education: Framework, principles, and guidelines*. John Wiley & Sons. t.ly/pFhF

Gee, J. P. (2003). What video games have to teach us about learning and literacy. *Computers in entertainment (CIE)*, *1*(1), 20-20. https://doi.org/10.1145/950566.950595

Glasser, W. (1986). *Control theory in the classroom*. Perennial Library/Harper & Row Publishers. https://psycnet.apa.org/record/1986-98192-000

Glaser, B. G., & Strauss, A. L. (2017). *The discovery of grounded theory: Strategies for qualitative research*. Routledge. https://doi.org/10.1177/0081246315593071

Glazewski, K. D., & Hmelo-Silver, C. E. (2019). Scaffolding and supporting use of information for ambitious learning practices. *Information and Learning Sciences*. https://doi.org/10.1108/ILS-08-2018-0087

Glover, I. (2013). Play as you learn: gamification as a technique for motivating learners. In *Edmedia+ innovate learning* (pp. 1999-2008). *Association for the Advancement of Computing in Education (AACE*). https://www.learntechlib.org/primary/p/112246/

Gnauk, B., Dannecker, L., & Hahmann, M. (2012). Leveraging gamification in demand dispatch systems. In *Proceedings of the 2012 Joint EDBT/ICDT workshops* (pp. 103-110). https://doi.org/10.1145/2320765.2320799

Gogos, R. (2013). ELearning Resources from EFront Blog." eFront Blog. eFront, 12 Sept. 2013. Web. http://phdbri.com/wp-content/uploads/2014/04/Gamification-in-Education.pdf

Gillies, R. M., & Boyle, M. (2010). Teachers' reflections on cooperative learning: Issues of implementation. *Teaching and teacher Education*, *26*(4), 933-940. https://doi.org/10.1016/j.tate.2009.10.034

Griffin, L. L., & Butler, J. (2005). *Teaching games for understanding: Theory, research, and practice*. Human Kinetics. t.ly/533L

Hakulinen, L., Auvinen, T., & Korhonen, A. (2013). Empirical study on the effect of achievement badges in TRAKLA2 online learning environment. In *2013 Learning and teaching in computing and engineering* (pp. 47-54). IEEE. https://doi.org/10.1109/LaTiCe.2013.34

Hanus, M. D., & Fox, J. (2015). Assessing the effects of gamification in the classroom: A longitudinal study on intrinsic motivation, social comparison, satisfaction, effort, and academic performance. *Computers & Education*, 80, 152-161. https://doi.org/10.1016/j.compedu.2014.08.019

Harlen, W., & Deakin Crick, R. (2003). Testing and motivation for learning. Assessment in Education; principles, policy & practice, 10(2), 169-207. https://doi.org/10.1080/0969594032000121270

Houston, J. M., Harris, P. B., Moore, R., Brummett, R., & Kametani, H. (2005). Competitiveness among Japanese, Chinese, and American undergraduate students. *Psychological Reports*, *97*(1), 205-212. https://doi.org/10.2466/pr0.97.1.205-212

Huang H., Y, & Soman, D. (2013). A Practitioner's Guide to Gamification of Education. Research Report Series: Behavioral Economics in Action. University of Toronto – Rotman School of Management. https://www.academia.edu/33219783/A_Practitioners_Guide_To_Gamification_Of_Education

Hunicke R., Robin L., Leblanc M., Marc Z., & Robert L. (2004). MDA: A Formal Approach to Game Design and Game Research. In: Proceedings of the challenges in Game AI Workshop, nineteenth national conference on artificial intelligence. San Jose, California: AAAI Press. 2004. p. 4 https://users.cs.northwestern.edu/~hunicke/MDA.pdf

Hunter, D., & Werbach, K. (2012). *For the win* (Vol. 2). Wharton digital press. https://vr-entertain. com/wpcontent/uploads/BattleHuntersIM_4-US-V1. t.ly/AVgk

Iaremenko, N. (2017). Enhancing English language learners' motivation through online games. Information Technologies and Learning Tools, 59, 126–133. https://doi.org/10.33407/itlt.v59i3.1606

Ilya V. O., Evgeny N., Alex A. V., & Anna Y. P. (2015). Study of gamification effectiveness in online e-learning systems" *International Journal of Advanced Computer Science and Applications.* 6(2) http://dx.doi.org/10.14569/IJACSA.2015.060211

Ivanova, G., Kozov, V., & Zlatarov, P. (2019). Gamification in software engineering education. In *2019 42nd International Convention on Information and Communication Technology, Electronics and Microelectronics (MIPRO)* (pp. 1445-1450). IEEE. https://doi.org/10.23919/mipro.2019.8757200

Jackson, G. T., & McNamara, D. S. (2013). Motivation and performance in a gamebased Intelligent Tutoring System. Journal of Educational Psychology, 105(4), 1036–1049. https://doi.org/doi:10.1037/a0032580

Karagiorgas, D. N., & Niemann, S. (2017). Gamification and game-based learning. *Journal of Educational Technology Systems*, 45(4), 499–519. https://doi.org/10.1177/0047239516665105

Kapp, K. M. (2012). The gamification of learning and instruction: Game-based methods an d strategies for training and education. San Francisco, *CA: Pfeiffer*. t.ly/ipge

Kanchanamala, P., & Muppidi, S. (2016). SIPAI: An integrated learning model of self-learning, inquiry based, problem solving, activity based, and instructional learning for engineering education. In *2016 IEEE 6th International Conference on Advanced Computing (IACC)* (pp. 820-824). IEEE. https://www.doi.org/10.1109/jacc.2016.156

Kayımbaşıoğlu, D., Oktekin, B., & Hacı, H. (2016). Integration of gamification technology in education. *Procedia Computer Science*, 102, 668–676. https://doi:10.1016/j.procs.2016.09.460

Kétyi, A. (2016). From mobile language learning to gamification: an overlook of research r esults with business management students over a five-year period. Innovating in the didactic second language scenario innovating in the didactic second language scena rio: *New Mobile, Open and Social Model, Edition: Monográfico* I., 45–59. https://urlzs.com/iZXtM

Keller, J. M. (1987). Development and use of the ARCS model of instructional design. *Journal of instructional development*, *10*(3), 2-10. https://doi.org/10.1007/BF02905780

Khalil, M., Wong, J., de Koning, B., Ebner, M., & Paas, F. (2018). Gamification in MOOCs: A Review of the State of the Art. In *2018 IEEE global engineering education*

conference (educon) (pp. 1629-1638). IEEE. https://doi.org/10.1109/educon.2018.8363430

Khandelwal, S., Sripada, S. K., & Reddy, Y. R. (2017). Impact of gamification on code review process: An experimental study. In *Proceedings of the 10th innovations in software engineering conference* (pp. 122-126). https://doi.org/10.1145/3021460.3021474

Kim, J. T., & Lee, W.-H. (2015). Dynamical model for gamification of learning. *Multimedia Tools and Applications*, 74(19), 8483–8493 https://doi.org/10.1007/s11042-013-1612-8

Kim, S., Song, K., Lockee, B., & Burton, J. (2018). What is gamification in learning and education? In *Gamification in learning and education* (pp. 25-38). Springer, Cham. https://doi.org/10.1007/978-3-319-47283-6_4

Kincl, T., & Strach, P. (2021). Born digital: Is there going to be a new culture of digital natives?. Journal of Global Scholars of Marketing Science, 31(1), 30-48. https://doi.org/10.1080/21639159.2020.1808811

Kiryakova, G., Angelova, N., & Yordanova, L. (2014). Gamification in education. *Proceedings of 9th International Balkan Education and Science Conference*. t.ly/Tj3z

Korkealehto, K., & Siklander, P. (2018). Enhancing engagement, enjoyment and learning experiences through gamification on an English course for health care students. In *Seminar. net* (Vol. 14, No. 1, pp. 13-30). https://doi.org/10.7577/seminar.2579

Kotob, M. M., & Ibrahim, A. (2019). Gamification: The Effect on Students' Motivation and A chievement in Language Learning. *Journal of Applied Linguistics and Language Res earch*, *6*(1), 177-198. http://www.jallr.com/index.php/JALLR/article/view/951/pdf951

Krashen, S. (1982). Principles and practice in second language acquisition. https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.463.8762&rep=rep1&type=pdf

Kumar, B., & Khurana, P. (2012). Gamification in education-learn computer programming with fun. *International Journal of Computers and Distributed Systems*, *2*(1), 46-53. https://www.academia.edu/7826506/Gamification_in_Education_Learn_Programming_with_Fun

Lamb, R. L., Annetta, L., Firestone, J., & Etopio, E. (2018). A meta-analysis with examinati on of moderators of student cognition, affect, and learning outcomes while using seri ous educational games, serious games, and simulations. *Computers in Human Beha vior*, 80, 158–167. https://doi.org/doi:10.1016/j.chb.2017.10.040

Lavrakas, P. J. (2008). *Encyclopedia of survey research methods*. Sage publications. t.ly/1t9F

Landers, R. N. (2014). Developing a theory of gamified learning: linking serious games an d gamification of learning. *Simulation & Gaming*, 45(6), 752–768. https://doi.org/10.1 177/1046878114563660

Lepper, M. R. (1988). Motivational considerations in the study of instruction. Cognition and Instruction, 5(4), 289-309. https://doi.org/10.1207/s1532690xci0504_3

Lepper, M. R., Corpus, J. H., & Iyengar, S. S. (2005). Intrinsic and extrinsic motivational orientations in the classroom: Age differences and academic correlates. *Journal of educational psychology*, *97*(2), 184. https://doi.org/10.1037/0022-0663.97.2.184

Levy, M. (1997). Theory-driven CALL and the development process. *Computer Assisted Language Learning*, *10*(1), 41-56. https://doi.org/10.1080/0958822970100103

Li, W., Grossman, T., & Fitzmaurice, G. (2012). GamiCAD: a gamified tutorial system for first time AutoCAD users. In *Proceedings of the 25th annual ACM symposium on User interface software and technology* (pp. 103-112). https://doi.org/10.1145/2380116.2380131

Littleton, K. & Häkkinen, P. (1999). Learning together: Understanding the processes of computer-based collaborative learning. In P. Dillenbourg (Ed.), Collaborative Learning: Cognitive and Computational Approaches (pp. 20-33). Pergamon: Oxford. https://eric.ed.gov/?id=ED437928

Loewen, S., Crowther, D., Isbell, D., Kim, K., Maloney, J., Miller, Z., & Rawal, H. (2019). Mobile-assisted language learning: a duolingo case study. *ReCALL, 31*(3), 293-311. https://doi:10.1017/S0958344019000065

Lou, Y., Abrami, P. C., Spence, J. C., Poulsen, C., Chambers, B., & d'Apollonia, S. (1996). Within-class grouping: A meta-analysis. *Review of educational research*, *66*(4), 423-458. https://doi.org/10.3102/00346543066004423

Li, X., & Chu, S. K. W. (2021). Exploring the effects of gamification pedagogy on children's reading: A mixed-method study on academic performance, reading-related mentality and behaviors, and sustainability. *British Journal of Educational Technology*, *52*(1), 160-178. https://doi.org/10.1111/bjet.13057

Lui, S. (2014). Use of gamification in vocabulary learning: A case study in Macau. CELC Symposium, 15(1), 90–97. https://shorturl.at/juyJY

Means, B., Toyama, Y., Murphy, R., & Baki, M. (2013). The effectiveness of online and blended learning: A meta-analysis of the empirical literature. *Teachers' college record*, *115*(3), 1-47. https://doi.org/10.1177/016146811311500307

Malone, J. C., & García-Penagos, A. (2014). When a clear strong voice was needed: A retrospective review of Watson's (1924/1930) behaviorism. https://doi.org/10.1002/jeab.98

Maslow, A. (1943). Maslow's hierarchy of needs. *Index of DOCS/Teacing {sp} Collection/Honolulu*. http://www.researchhistory.org/2012/06/16/maslows-hierarchy-of-needs/?print=1

Mateo-Gallego, C., & Ruiz Yepes, G. (2018). Terapias de errores con aprendizaje móvil y gamificación: estudio comparativo en español de los negocios. Folios, 48, 121–135. https://doi.org/10.17227/folios.48-8139

Mayo Merrilea, J. (2009). Video Games: A Route to Large-Scale. *Science*, *323*, 79-82. https://doi.org/10.1126/science.1166900

McCombs, B. (2015). Learner-centered online instruction. *New Directions for Teaching and Learning*, *2015*(144), 57-71. https://doi.org/10.1002/tl.20163

McGonigal, J. (2011). *Reality is broken: Why games make us better and how they can change the world.* Penguin. https://hci.stanford.edu/courses/cs047n/readings/Reality_is_Broken.pdf

McLeod, S. A. (2007). Bf skinner: Operant conditioning. *Retrieved September*, *9*(2009), 115-144. t.ly/Wgkt

Michael, D. R., & Chen, S. L. (2005). *Serious games: Games that educate, train, and inform*. Muska & Lipman/Premier-Trade. https://dl.acm.org/doi/abs/10.5555/1051239

Millis, K., Forsyth, C., Wallace, P., Graesser, A. C., & Timmins, G. (2017). The impact of game-like features on learning from an intelligent tutoring system. Technology, Knowledge, and Learning, 22(1), 1–22. https://doi:10.1007/s10758-016-9289-5

Mufidah, N. (2016). The effect of gamification on English language anxiety and grammar achievement. *Masters Master), Widya Mandala Surabaya Catholic University*. http://repository.wima.ac.id/id/eprint/8671/105/ABSTRAK.pdf

Muhieddine., M., K. & Ibrahim., A. (2019). Gamification: the effect on students' motivation and achievement in language learning. *Journal of Applied Linguistics and Language Research* http://shorturl.at/doxFV

Munday, P. (2016). The case for using Duolingo as part of the language classroom experience. RIED: Revista Iberoamericana de Educacion a Distancia, 19(1), 83–101. https://doi:10.5944/ried.19.1.14581

Nah, F. F. H., Zeng, Q., Telaprolu, V. R., Ayyappa, A. P., & Eschenbrenner, B. (2014). Gamification of education: a review of literature. In *International conference on hci in business* (pp. 401-409). Springer, Cham. https://doi.org/10.1007/978-3-319-07293-7_39

Nair, B. B. (2021). Endorsing gamification pedagogy as a helpful strategy to offset the COVID-19 induced disruptions in tourism education. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 100362. https://doi.org/10.1016/j.jhlste.2021.100362

Nahmod, D. (2017). Vocabulary gamification vs traditional learning instruction in an inclusive high school classroom. Retrieved from http://rdw.rowan.edu/etd/2467.

Nikmah, H. (2020). Gamification to Improve Students' Engagement in Learning English. *Proceeding of 1stConference of English Language and Literature (CELL)*, *2*(1), 60-70. https://semnas.untidar.ac.id/wp-content/uploads/2019/07/HadirotunNikmah.pdf

Nistor, G. C., & Iacob, A. (2018). The advantages of gamification and game-based learning and their benefits in the development of education. In *The International Scientific Conference eLearning and Software for Education* (Vol. 1, pp. 308-312). " Carol I" National Defence University. https://10.12753/2066-026X-18-042

Nyawo, S., & Nsibande, N. (2014). Beyond parity: Gender in the context of educational leadership in Swaziland. *UNISWA Research Journal*, *27*, 45-58. http://www.ossrea.net/publications/images/uniswa-2014.pdf#page=45

Noroozi, O., McAlister, S., & Mulder, M. (2016). Impacts of a digital dialogue game and epistemic beliefs on argumentative discourse and willingness to argue. The International Review of Research in Open and Distributed Learning, 17(3), 208–230. https://doi:10.19173/irrodl.v17i3.2297

Palomo-Duarte, M., Berns, A., Cejas, A., Dodero, J. M., Caballero, J. A., & Ruiz-Rube, I. (2016). Assessing Foreign Language Learning Through Mobile Game-Based Learning Environments. International Journal of Human Capital and Information Technology Professionals (IJHCITP), 7(2), 53–67. https://doi.org/10.4018/IJHCITP.2016040104

Pan, Y., & Gauvain, M. (2012). The continuity of college students' autonomous learning motivation and its predictors: A three-year longitudinal study. *Learning and Individual Differences*, *22*(1), 92-99. https://doi.org/10.1016/j.lindif.2011.11.010

Patton, M. Q. (2002). Qualitative research & evaluation methods. sage. t.ly/YGaB

Perry, B. (2015). Gamifying French language learning: A case study examining a questbased, Augmented Reality mobile learning-tool. Procedia - Social and Behavioral Sciences, 174, 2308–2315. https://doi:10.1016/j.sbspro.2015.01.892

Pintrich, P. R., Brown, D. R., McKeachie, W. J., & Weinstein, C. E. (Eds.). (1994). *Student motivation, cognition, and learning: Essays in honor of Wilbert J. McKeachie*. Routledge. t.ly/8web

Priebatsch, S. (2010). Welcome to the Decade of Games. HBR Blog Network, Harvard Business Review, Retrieved from https://hbr.org/2010/09/welcome-to-the-decade-ofgames

Prensky, M. (2001). Fun, play and games: What makes games engaging. *Digital game-based learning*, *5*(1), 5-31. http://www.autzones.com/din6000/textes/semaine13/Prensky(2001).pdf

Qiu, H., Li, Q., & Li, C. (2021). How technology facilitates tourism education in COVID-19: case study of nankai University. *Journal of hospitality, leisure, sport & tourism education*, *29*, 100288. https://doi.org/10.1016/j.jhlste.2020.100288

Ortiz Rojas, M. E., Chiluiza, K., & Valcke, M. (2017). Gamification in computer programming: Effects on learning, engagement, self-efficacy, and intrinsic motivation. In *11th European Conference on Game-Based Learning (ECGBL)* (pp. 507-514). ACAD CONFERENCES LTD. t.ly/Scki

Quinn, C. N. (2005). *Engaging learning: Designing e-learning simulation games*. John Wiley & Sons. t.ly/HxRq

Radhika, V., PHIL, M., R-II, G., & CHENNAI, T. N. (2017). Importance of communication in Language Learning. *International Journal of English Language, Literature and Humanities*, 127-131. t.ly/1uPu

Randel, J. M., Morris, B. A., Wetzel, C. D., & Whitehill, B. V. (1992). The effectiveness of games for educational purposes: A review of recent research. *Simulation & gaming*, *23*(3), 261-276. https://doi.org/10.1177/1046878192233001

Ramirez, D., & Squire, K. (2015). Gamification and learning. *The gameful world: Approaches, issues, applications*, 629-652. t.ly/GzCU

Rawendy, D., Ying, Y., Arifin, Y., & Rosalin, K. (2017). Design and development game Chinese language learning with gamification and using mnemonic method. *Procedia Computer Science*, *116*, 61-67. https://doi.org/10.1016/j.procs.2017.10.009

Rego de Andrade, I., (2019). Mobile-assisted language learning: how gamification improve s the learning experience. *Handbook of Mobile Teaching and Learning*, pp.991–1005 . https://doi.org/10.1007/978-981-113-2766-7.76

Roy, R. V., & Zaman, B. (2017). Why gamification fails in education and how to make it successful: Introducing nine gamification heuristics based on self-determination theory. In *Serious Games and edutainment applications* (pp. 485-509). Springer, Cham. https://doi.org/10.1007/978-3-319-51645-5_22

Rubio F (2007). "Self-esteem and foreign language learning, introduction". Cambridge Scholars Publishing: Cambridge. t.ly/VkGd

Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Publications. t.ly/kS41

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary educational psychology*, *25*(1), 54-67. https://doi.org/10.1006/ceps.1999.1020

Sailer, M., & Homner, L. (2020). The gamification of learning: a Meta-analysis. *Educ Psychol Rev* 32**,** 77–112. https://doi.org/10.1007/s10648-019-09498-w

Sawyer, J., & Obeid, R. (2017). Cooperative and collaborative learning: Getting the best of both words. *How we teach now: The GSTA guide to student-centered teaching*, 163-177. t.ly/JWpX

Schonfeld, E. (2010). SCVNGR's Secret Game Mechanics Playdeck. TechCrunch, http://techcrunch.com/2010/08/25/scvngr-game-mechanics

Seemiller, L. R., Mooney-Leber, S. M., Henry, E., McGarvey, A., Druffner, A., Peltz, G., & Gould, T. J. (2021). Genetic background determines behavioral responses during fear conditioning. *Neurobiology of Learning and Memory*, *184*, 107501. https://doi.org/10.1016/j.nlm.2021.107501

Shea, P., & Bidjerano, T. (2010). Learning presence: Towards a theory of self-efficacy, self-regulation, and the development of a communities of inquiry in online and blended learning environments. *Computers & education*, *55*(4), 1721-1731. https://doi.org/10.1016/j.compedu.2010.07.017

Shute, V.J., & Ventura, M. (2013). Stealth assessment: Measuring and supporting learning in games. Cambridge, MA: Massachusetts Institute of Technology Press Books. https://doi.org/10.7551/mitpress/9589.001.0001

Sitzmann, T. (2011). A meta-analytic examination of the instructional effectiveness of computer-based simulation games. *Personnel psychology*, *64*(2), 489-528. https://doi.org/10.1111/j.1744-6570.2011.01190.x

Simões, J., Redondo, R. D., & Vilas, A. F. (2013). A social gamification framework for a K-6 learning platform. *Computers in Human Behaviour, 29*(2), 345-353. https://doi.org/10.1016/j.chb.2012.06.007

Skinner, B. F. (1976). Particulars of my life. https://psycnet.apa.org/record/1976-25069-000

Skinner, B. F. (1948). 'Superstition'in the pigeon. *Journal of experimental psychology*, *38*(2), 168. https://doi.org/10.1037/h0055873

Skinner, B. F. (1963). Operant behavior. *American psychologist*, 18(8), 503. https://doi.org/10.1037/h0045185

Smith, G. (2008). Does gender influence online survey participation? A record-linkage analysis of university faculty online survey response behavior. *ERIC Document*

Reproduction Service No. ED 501717. https://scholarworks.sjsu.edu/cgi/viewcontent.cgi?article=1003&context=elementary_ed_pub

Smith, K. A. (1996). Cooperative learning: Making “groupwork” work. *New directions for teaching and learning*, *1996*(67), 71-82. t.ly/oFBd

Smith, A. L., & Baker, L. (2011). Getting a clue: creating student detectives and dragon slayers in your library. *Reference Services Review*. https://doi.org/10.1108/00907321111186659

Smith, J. G., & Suzuki, S. (2015). Embedded blended learning within an A lgebra classroom: a multimedia capture experiment. *Journal of Computer Assisted Learning*, *31*(2), 133-147. https://doi.org/10.1111/jcal.12083

Stege, L., Van Lankveld, G., & Spronck, P. (2011). Serious games in education. *International Journal of Computer Science in Sport,* 10(1), 1–9 https://www.spronck.net/pubs/StegeGameDays2011.pdf

Su, C. H., & Cheng, C. H. (2015). A mobile gamification learning system for improving the learning motivation and achievements. *Journal of Computer Assisted Learning*, *31*(3), 268-286. https://doi.org/10.1111/jcal.12088

Suri, H. (2011). Purposeful sampling in qualitative research synthesis. *Qualitative research journal,* 11(2), 63-75. https://doi.org/10.3316/QRJ1102063

Sundqvist, P., & Wikstrom, P. (2015). Out-of-school digital gameplay and in-school L2 € English vocabulary outcomes. System, 51, 65–76. https://doi:10.1016/j.system.2015.04.001

Smith-Robbins, S. (2011). “This Game Sucks”: How to Improve the Gamification of Education. Educause Review, 46 (1), 58-59. Retrieved on 2/2/2015/ from http://net.educause.edu/ir/library/pdf/ERM1117.pdf

Sweetser, P., & Wyeth, P. (2005). GameFlow: a model for evaluating player enjoyment in games. *Computers in Entertainment (CIE)*, *3*(3), 3-3. https://doi.org/10.1145/1077246.1077253

Tan, W. H., Johnston-Wilder, S., & Neill, S. (2010). Exploring the Educational Potential of Game-based Learning through the Eyes of Game Industry Practitioners. *International Journal of Technology, Knowledge & Society*, *6*(1). t.ly/8Gno

Tunçel H (2014). Theanxiety of learning turkish as a foreign language and effect of theanxiety on achievement of learning foreign language, Phdthesis. Canakkale Onsekiz Mart University, Çanakkale, Turkey. https://files.eric.ed.gov/fulltext/EJ1078234.pdf

Turan, Z., & Göktaş, Y. (2018). Innovative redesign of teacher education ICT courses: How flipped classrooms impact motivation? *Journal of Education and Future*, (13), 133-144. https://dergipark.org.tr/en/pub/jef/issue/35229/390937

Tjosvold, D., Johnson, D.W., Johnson, R.T., & Sun, H. (2006). Competitive motives and strategies: Understanding constructive competition. Group Dynamics: Theory, Research, and Practice, 10(2), 87 – 99. https://doi.org/10.1037/1089-2699.10.2.87

Topîrceanu, A. (2017). Gamified learning: A role-playing approach to increase student in-class motivation. *Procedia Computer Science*, *112*, 41-50. https://doi.org/10.1016/j.procs.2017.08.017

Zichermann, G., & Cunningham, C. (2011). *Gamification by design: Implementing game mechanics in web and mobile apps*. " O'Reilly Media, Inc.". t.ly/LbDt

Zohar, A. R., & Levy, S. T. (2021). From feeling forces to understanding forces: The impact of bodily engagement on learning in science. *Journal of Research in Science Teaching*, *58*(8), 1203-1237. https://doi.org/10.1002/tea.21698

Werbach, K. (2014). (Re) defining gamification: A process approach. *In International Conference on Persuasive Technology* (pp. 266–272). Springer, Cham. https://doi.org/10.1007/978-3-319-07127-5_23

Werbach, K., & Hunter, D. (2015). The gamification toolkit: Dynamics, mechanics, and components for the win. Philadelphia: *Wharton Digital Press.* https://doi.org/10.4236/jjg.2017.88058

Veljković Michos, M. (2017). Gamification in Foreign Language Teaching: Do You Kahoot? In *Sinteza 2017-International Scientific Conference on Information Technology and Data Related Research* (pp. 511-516). Singidunum University. https://doi.org/10.15308/Sinteza-2017-511-516

Verhoeff, T. (1997). The role of competitions in education. *Future world: Educating for the 21st century*, 1-10. https://olympiads.win.tue.nl/ioi/ioi97/ffutwrld/competit.pdf

APPENDICES

Appendix 1 Questionnaire created with Google Docs

The Impact of Gamification on High School Students' Engagement with Foreign Language Learning

Dear participant,

This questionnaire was created by Muhammed Emin BAYTEKİN, MA Student at Amasya University, for the thesis work called "The Impact of Gamification on High School Students' Engagement with Foreign Language Learning". At the end of the questionnaire, you will see an e-mail, you can contact via that e-mail.

Please read the statements and choose the most appropriate one. There are 4 options for you; strongly agree, agree, disagree and strongly disagree, you can choose as you wish.

Değerli katılımcı,

Bu anket, Amasya Üniversitesi İngiliz Dili Eğitimi Yüksek Lisans öğrencisi Muhammed Emin Baytekin tarafından; "The Impact of Gamification on High School Students' Engagement with Foreign Language Learning (Oyunlaştırma metodunun; lise öğrencilerinin yabancı dil öğrenimi üzerindeki etkisi) adlı yüksek lisans tez çalışması için oluşturulmuştur. Anket sonunda göreceğiniz e-mail adresi ile, sorularınızı ve katkılarınız iletebilirsiniz.

Lütfen, aşağıdaki maddeleri okuyun ve size göre en uygun olanı işaretleyin. Strongly Agree (kesinlikle katılıyorum), Agree (katılıyorum), disagree (katılmıyorum) ve Strongly Disagree (kesinlikle katılmıyorum) şeklinde 4 seçenek bulunmaktadır. Size hitap eden seçeneği lütfen işaretleyiniz.

*Required

1. What is your gender? / Cinsiyetiniz nedir? *

Mark only one oval.

- ◯ Female
- ◯ Male

2. Which city do you live in? / Hangi şehirde yaşıyorsunuz? *

_____

3. What grade are you in? Hangi sınıfta eğitim görmektesiniz? *

Mark only one oval.

- 9
- 10
- 11
- 12

4. A gamification method increases my interest in the lesson / Oyunlaştırma metodu derslere olan ilgimi arttırır. *

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

5. I study more to become more successful via gamification methods / Oyunlaştırma metotları ile, derslerde başarılı olmak için daha çok çalışırım. *

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

6. Being placed in competition with other students in the classroom via a gamification method increases my motivation / Oyunlaştırma metodu ile sınıfta diğer öğrencilerle yarış halinde olmak motivasyonumu arttırır. *

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

7. I communicate more with my friends to become more successful via gamification methods / Oyunlaştırma metodu ile, daha başarılı olmak için arkadaşlarımla daha fazla iletişim kurarım. *

Mark only one oval.

- ◯ Strongly Agree
- ◯ Agree
- ◯ Disagree
- ◯ Strongly Disagree

8. I want gamification methods to be used in other lessons as well / Oyunlaştırma metodunun diğer derslerde de kullanılmasını isterim. *

Mark only one oval.

- ◯ Strongly Agree
- ◯ Agree
- ◯ Disagree
- ◯ Strongly Disagree

9. Using a gamification method through my smartphone makes me feel better / Cep telefonum ile oyunlaştırma metodu kullanmak kendimi daha iyi hissettirir. *

Mark only one oval.

- ◯ Strongly Agree
- ◯ Agree
- ◯ Disagree
- ◯ Strongly Disagree

10. Rewards associated with gamification motivate me / Oyunlaştırma ile ilgili ödüller beni motive eder. *

Mark only one oval.

- ◯ Strongly Agree
- ◯ Agree
- ◯ Disagree
- ◯ Strongly Disagree

11. The gamification method allows me to see my achievement status and improve myself in the areas that I am weak in / Oyunlaştırma metodu; zayıf olduğum alanları geliştirmeme ve ilerleme düzeyimi görmeme izin verir. *

Mark only one oval.

- ◯ Strongly Agree
- ◯ Agree
- ◯ Disagree
- ◯ Strongly Disagree

12. Use of a learning method blended with a gamification method helps me to understand the lesson better / Oyunlaştırma metodu ile harmanlanmış bir öğrenme metodu, dersi daha iyi anlamama yardım eder. *

Mark only one oval.

- ◯ Strongly Agree
- ◯ Agree
- ◯ Disagree
- ◯ Strongly Disagree

13. Gamification methods are fun / Oyunlaştırma yöntemi eğlencelidir. *

Mark only one oval.

- ◯ Strongly Agree
- ◯ Agree
- ◯ Disagree
- ◯ Strongly Disagree

14. Performing group work with a gamification method illustrates how achievement can be obtained through collaboration / Oyunlaştırma metodu ile yapılan grup çalışmaları, işbirliği ile başarının nasıl elde edilebileceğini gösterir. *

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

15. Winning badges through a gamification method makes me feel important / Oyunlaştırma metodu ile kazandığım rozetler kendimi önemli hissettirir. *

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

16. Gamification methods contribute to information exchange among friends / Oyunlaştırma metodu, arkadaşlar arasındaki bilgi alışverişine katkı sağlar. *

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

17. Information can be recalled more easily thanks to gamification method / Oyunlaştırma metodu sayesinde, bilgi daha kolay bir şekilde hatırlanabilir. *

Mark only one oval.

- ◯ Strongly Agree
- ◯ Agree
- ◯ Disagree
- ◯ Strongly Disagree

18. I feel bad if I am unsuccessful when a gamification method is applied / Oyunlaştırma metodu uygulandığında başarısız olursam kendimi kötü hissederim. *

Mark only one oval.

- ◯ Strongly Agree
- ◯ Agree
- ◯ Disagree
- ◯ Strongly Disagree

19. I think my reputation in the classroom improves with the badges I win though gamification / Bence oyunlaştırma metodu ile kazandığım rozetler sayesinde sınıftaki tanınırlığım artar. *

Mark only one oval.

- ◯ Strongly Agree
- ◯ Agree
- ◯ Disagree
- ◯ Strongly Disagree

20. Each question I correctly answer improves my self-confidence / Her doğru cevapladığım soru kendime olan güvenimi artırır. *

Mark only one oval.

- ◯ Strongly Agree
- ◯ Agree
- ◯ Disagree
- ◯ Strongly Disagree

21. Gamification methods help me to become more ambitious for success / Oyunlaştırma metotları, başarı için daha hevesli olmama yardım eder. *

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

22. Gamification methods increase classroom competition / Oyunlaştırma metotları sınıf içi rekabetleri arttırır. *

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

23. Racing against time increases my speed in answering questions in the gamification method / Oyunlaştırma metotlarındaki zamana karşı yarış, soru cevaplamadaki hızımı arttırır. *

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

24. Gamification methods make me take on more responsibilities to become more successful in the lesson / Oyunlaştırma metotları; sınıfta daha başarılı olmak için daha fazla sorumluluk almamı sağlar. *

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

25. Applications used in gamification allow me to practice time-management skills / Oyunlaştırmada kullanılan uygulamalar, zaman yönetimi becerilerimi pratikleştirmemi sağlar. *

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

26. Gamification methods enable me to learn difficult topics while having fun / Oyunlaştırma metotları, zor konuları eğlenirken öğrenmeme olanak tanır. *

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

27. I force myself to learn when using gamification methods to improve group achievement / Grup başarısını arttırmak için; oyunlaştırma metotlarında öğrenmek için kendimi zorlarım. *

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

28. Creating a competitive environment increases my interest in the lesson / Rekabetçi bir sınıf ortamı oluşturmak, derse olan ilgimi arttırır. *

Mark only one oval.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

29. Gamification methods increase interest in the lesson in crowded classes / Oyunlaştırma metotları, kalabalık sınıflardaki derse olan ilgili arttırır. *

Mark only one oval.

- ◯ Strongly Agree
- ◯ Agree
- ◯ Disagree
- ◯ Strongly Disagree

30. Would you like to add anything about gamification method? If yes, please feel free to contribute. / Oyunlaştırma metodu ile ilgili eklemek istediğiniz bir şey var mı? Var ise, lütfen katkı sunmaktan çekinmeyiniz.

Appendix 2 Permission for the Research Instrument

CURRICULUM VITAE

PERSONAL INFORMATION

Name-Surname: Muhammed Emin

Place of Birth: BAYTEKİN

Date of Birth:

EDUCATION

Bachelor's Degree: Marmara University

Master's Degree: Amasya University

Foreign Languages: English, German, Arabic

EMPLOYMENT

Institutions and Year: Ministry of National Education (2018-)