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THE EFFECTS OF GAMIFICATION ON LEARNERS' MOTIVATION, SUCCESS AND ATTITUDES IN DIGITAL AND NON-DIGITAL LEARNING ENVIRONMENTS

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APPROVAL

REPUBLIC OF TURKEY
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DEDICATION

To my beloved daughters

Aynur Arya & Lidya

ETHICS DECLARATIONS

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I prepared this thesis within the framework of academic and ethics rules,

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Hande KALLİ

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ABSTRACT

THE EFFECTS OF GAMIFICATION ON LEARNERS' MOTIVATION, SUCCESS AND ATTITUDES IN DIGITAL AND NON-DIGITAL LEARNING ENVIRONMENTS

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This research investigates the impacts of gamification, carried out gamified activities and integrating gamification components into the lesson, on learners' motivation, achievement, and attitudes in both digital and non-digital learning environments. The study was conducted with 30 students in the 5th, 6th, and 7th grades who were enrolled in a private language centre in Turkey (N=30). The research outcomes reflect the analysis of quantitative data. In order to assess the effect of gamification on academic performance, a pre-test, middle, and post-test were applied. During the 4-week period between the pre-test and the mid-test, and the other 4-week between the middle test and the post-test, gamified activities were used in the lesson, as well as components such as points, reward, competition, levels, were integrated into the curriculum. To measure the effect of gamification on motivation, the Motivation Scale (Ertan,2020) was implemented after the 8-week period. To assess the influence of gamification on attitude, the Attitude Scale (Ertan,2020) was implemented after the 8-week duration. The data obtained from the research reveal that gamification has significant positive effects on learners' success, motivation and attitudes ($p<0.05$).

Keywords**:** Gamification, gamification components, motivation, attitude, digital and non-digital

ÖZ

DİJİTAL VE DİJİTAL OLMAYAN ÖĞRENME ORTAMINDA OYUNLAŞTIRMANIN ÖĞRENENLERİN MOTİVASYON, BAŞARI, VE TUTUMLARINA ETKİSİ

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Bu araştırma, oyunlaştırmanın, oyunlaştırılmış etkinlikler gerçekleştirmenin ve oyunlaştırma bileşenlerini derse entegre etmenin hem dijital hem de dijital olmayan öğrenme ortamlarında öğrencilerin motivasyonu, başarısı ve tutumları üzerindeki etkilerini araştırmaktadır. Çalışma, Türkiye'de özel bir dil merkezine kayıtlı 5. 6. ve 7. sınıftaki 30 öğrenci ile yürütülmüştür (N=30). Araştırma sonuçları nicel verilerin analizini yansıtmaktadır. Oyunlaştırmanın akademik performans üzerindeki etkisini değerlendirmek için bir ön test, orta test ve son test uygulanmıştır. Ön test ile orta test arasındaki 4 haftalık süre boyunca ve orta test ile son test arasındaki diğer 4 haftalık sürede, derste oyunlaştırılmış etkinlikler kullanılmış, ayrıca puan, ödül, rekabet, seviye gibi bileşenler müfredata entegre edilmiştir. Oyunlaştırmanın motivasyon üzerindeki etkisini ölçmek için 8 haftalık sürenin ardından Motivasyon Ölçeği (Ertan,2020) uygulanmıştır. Oyunlaştırmanın tutum üzerindeki etkisini değerlendirmek için 8 haftalık eğitim sürecinin ardından Tutum Ölçeği (Ertan,2020) uygulanmıştır. Araştırmadan elde edilen veriler, oyunlaştırmanın öğrenenlerin başarı, motivasyon ve tutumları üzerinde önemli olumlu etkileri olduğunu ortaya koymaktadır.

***Anahtar kelimeler*:** Oyunlaştırma, oyunlaştırma öğeleri, motivasyon, tutum, dijital ve dijital olmayan

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ABBREVIATIONS

GBL **:** Game-based Learning

SLL **:** Second Language Learning

L2 **:** Second Language

SDT **:** Self Determination Theory

FBM **:** Fogg Behaviour Model

SD **:** Standard Deviation

M **:** Mean

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1. INTRODUCTION

1.1. Background of the Study

The concept of games has been stable in our lives from the past to the present. With the advancement of technology, traditional games have given way to different technological gaming styles. Classical games such as chess, backgammon, and checkers have provided insight for ordinary people for a long time. However, instead of playing face to face as in the past, people now prefer to play games online. As a result, games such as Candy Crush, Farmville, Roblox, and Minecraft, which are played online, have emerged. Today, digital games are played universally without any age restriction. As Yıldırım states, in 2015, almost 91.5 billion dollars was spent around the world, specifically in China, while the US spent approximately 22.2 billion dollars. Approximately 30.8 million people engage in playing digital games in Turkey (Bal, 2019). Therefore, digital games have gained popularity around the world due to their different structures. They can be integrated into every aspect of our lives, including education. With the advent of technology, teachers can incorporate games into their courses to teach subjects in a more motivating way. Games can be integrated into every field, from mathematics to science and social sciences. With the development of technology, teachers have begun to incorporate online games into their teaching of second or foreign languages to foster an active learning environment and to maintain students' interest in their coursework (Korkmaz & Öz, 2021). The term "gamification" has gained importance recently. Although the term was frequently used in the past, it was not common until 2010. and it can be observed across various fields, from health to business and education. Deterding et al. defined this term as "the use of game design elements in nongame contexts". This includes three game elements: dynamics, mechanics, and components. Dynamics are the outcomes of motivation and desires, providing a sense of integrity and consistency, and they are quite similar to the grammar of a language. They include emotions, narrative techniques, and advanced structures. Mechanics are similar to the verbs of a language, incorporating elements that are combined with chance, competition, cooperation, exchange, and challenge. Although dynamics and mechanics focus on the mechanism of a system, components center on its results. Because it is a newly introduced term, it is often confused with game-based learning (GBL). Bal (2019) emphasized the difference between the two terms. Learning through games is known as GBL, referring to the process of acquiring knowledge and

abilities. As a result, both the methods of instruction and the equipment used to deliver it are equally crucial. Gamification involves integrating game elements such as badges, levels, and points into the educational process. From this point of view, GBL and gamification differ in how they actually comprehend learning. The game itself serves as a learning platform in GBL.

1.2. Statement of Problem

From the past to the present, traditional methods have been used in second language learning. This system focuses on grammar teaching, placing translation at the forefront, and teaching grammar drills by repetition. In the past, traditional foreign language teaching techniques prioritized teaching directly from the textbook by translating and emphasizing language information over abilities (Nazikian & Park, 2016). Today, students differ from those whom our educational system intends to teach. These students represent the first generation to grow up with computers, video games, mobile devices, and other digital tools, and they are referred to as "digital natives". As a result, they are accustomed to some characteristics of their digital games, including speed, multitasking, active engagement, and entertainment; otherwise, they quickly become bored with traditional learning methods (Al Fatta, et al.2018). A new generation called "Generation G", also named as “Digital Natives”, has emerged, defining the young individuals growing up with digital games as well as technologies such as computers and the Internet. Because they are constantly online and frequently use social networks, it is challenging for the new generation to think independently from computers and the Internet (Bozkurt & Kumtepe, 2014). For this reason, teaching this generation without the use of technology may not yield favorable outcomes in terms of student achievement and motivation. They have a strong capacity for problem solving, critical thinking, conducting research, and integrating technology to learning.

Among students who are learning a second language, there is a decrease in motivation (Dörnyei & Csizér, 2002). The requirements of teaching a new generation could be one of the primary causes of this decline (Hüner, 2018). Gamification is one approach that can be successfully utilized to address the issues in question. It has gained an increasing interest in the field of education (Uyar, 2019). Numerous applications have been developed for education, such as Kahoot! Socrative, Quiziz, and Quizlet.

1.3. The Purpose of the Study

Although gamification is already applied in various contexts, including social platforms such as Foursquare, Piano Staircase, fitness programs such as Nike FuelBand, and others, the use of game components in education is still a relatively new idea, particularly in the study of second language (Hüner, 2018). The current study aims to describe the effects of gamification on learners' motivation, success, and attitudes in both digital and nondigital learning environments. The study used a quantitative research method.

Research Questions

1. Does gamified lesson influence learners' academic achievement?
2. Does a gamified lesson make a change in learners' motivation?
3. Does a gamified lesson make a change in learners' attitudes?

1.4. The Significance of the Study

In the field of education, there are studies in which gamification elements are applied, particularly in second language learning. When examining these studies, the participants are predominantly university students and high school students.

The study aims to gain insights into fifth, sixth, and seventh graders, focusing on English language learning with the integration of game elements enhancing vocabulary, listening, grammar, and reading skills. Gamification elements are integrated with nondigital instruments such as printed materials, puzzles, blocks, group work, and role-playing to highlight interactive and effective learning environments. The study employs multiple digital tools, including Kahoot! Mentimeter, Padlet, Canva, Wordwall. For this purpose, it aims to implement the curriculum developed by the researcher for second language learners by employing digital tools and nondigital instruments supported by gamification activities.

1.5. Assumptions

In this study, the students consistently attended courses due to the implementation of missions during sessions. These missions allowed them to have a clear understanding of the tasks and applications. To obtain the most accurate findings from the data collection

instruments, the students would attentively complete questionnaires and express their ideas clearly.

1.6. Limitations

This study was conducted with secondary school learners. The number of participants is limited to 30 students. Additionally, it was limited by being conducted in Nigde at a private language center. However, it can also be replicated in other schools in the same province and in other cities of Turkey. The research was based on a single group of learners, and there was no control group in the study for comparison.

1.7. The Definitions of Related Terms

Game: It is defined as entertaining and playful activity that includes roles, tactics, outcomes, tactics, and perspectives (Nash, & Basini, 2012).

Game-based learning: Learning through games is defined as game-based learning, and it is a method of acquiring knowledge and skills for teaching (Bal, 2019).

Gamification: It is described as "the use of game design elements in nongame contexts" (Deterding et al., 2011).

Dynamics: It should be managed and represent the overall environment of the experience in the game (Paixao & Cordeiro, 2021).

Mechanics: These are essential operations that produce player activity and engagement (Paixao & Cordeiro, 2021).

Components: They make up the elements on a more concrete and detailed level (Paixao & Cordeiro, 2021).

1.8. Literature Review

The chapter begins by introducing games and game elements. The following subtitles discuss GBL, gamification, gamification elements, theories behind gamification, and the relationship between gamification, motivation, and success. The chapter then presents gamification studies conducted on education.

1.8.1. Games

Games can be defined in various ways by different people. Wikipedia defines a game as "a structured form of play, usually undertaken for entertainment and fun and sometimes used as an educational tool". Wittgenstein (1976), known as the first

philosopher", defined a game as having components such as play, rules, and competition. As Yılmaz (2015) mentioned, games have existed as old as the existence of mankind, and Huizinga (1955) added that they are the first examples of human culture. Games fundamentally shape our lives. We cooperate when someone needs our help, and we engage in games when we are dishonest (Crawford, 1982). When examining the history of games, we can see that people played games for entertainment and social purposes in all their natural settings. They made a game out of the materials available to them. Games can vary based on their components and can be called by various names. Some games such as tic-tac-toe have defined rules, while others such as hide-and-seek, blind man's bluff, and rock-paper-scissors require players only. According to Huizinga (1955), the general features of games include the follows:

- The entertaining component is the game.
- The game requires a gaming environment and is governed by rules.
- Play in the game is uncontrolled.
- The purpose of the game is to win.
- The entire game is played.
- The game is filled with tension.
- There is a conscious awareness of the game being played.

There is an emphasis on the relationship between education and games. As a result, games are activities that foster creativity, incorporate a concrete aspect of life, create the foundation for the development of skills and concepts, involve active engagement, attract attention, teach the sense of effort and success, stimulate the mind and body, and offer a fun time. Scholars have categorized games in a variety of ways.

Table 1.

The classification of games

Researchers	Individual Games	Social Games
Gross-1899	General functional games	Special functional games
	Experimental games	
Stern-1914	Individual games	Social games
Chateau-1954	Games without rules	Games with rules and cooperation
	Concrete mental games	Prove oneself games
Erikson-1957	Narrow area games	Broad area games
Rüssel-1935,1959	Structural games	Role- play games
	Self-play	Games with rules
	Games with materials	Game with friends
El' Konin-1960	Games with objects	Games on human relations
		Games on social rules
Hetzer-1927	Business games	Role- play games
		The best games
Ch. Bühler-1928	Functional games	Fantasy games
	Structural games	Games with role and rules
Piaget-1962	Practice games	Games with rules
		Symbolic games

Note. The table was taken from the study of Fiş Erümit, Semra (2016) titled "Oyunlaştırma Yaklaşımlarının Eğitimde Kullanımı": Tasarım Tabanlı Bir Araştırma. Doktora Tezi, Atatürk Üniversitesi, Erzurum.

Board games, card games, sports games, children's games, and computer games are the five main categories of games. In board games, players place moving pieces on a divided playing surface to accomplish a goal, take over a certain area, or obtain a valuable resource. Fifty-two symbols are used in card games, derived from two factors: rank (13 values) and suit (four values). The combinations created from these two elements are the game's central theme. In these games, the analysis of combinations is the player's top priority. In sports, physical skills are valued more than mental skills. The actions that a player is either permitted or obligated to take are strictly specified in the game's rules. In these games, the player's primary focus is on the body control. Games designed for children are usually cooperative exercises that emphasize basic

physical play. These games have basic mental and physical components, and the player's focus is on using social skills to highlight the central significance of the group in human life. In most computer games, the computer takes on the roles of the player, the referee, and even the animated images in most cases.

The game's components include rules, a goal, a competition, a level, a reward, a story, aesthetics, feedback, interest level, multiplayer, and time. The game components classified by Kapp (2012) are explained as follows:

Figure 1. The classification of game components

Note. The figure was taken from the study of Kapp, K. M. (2012) titled "The *gamification of learning and instruction: Game-based methods and strategies for training and education*." John Wiley & Sons.

Rules: The rule of a game allows to control it. They provide the framework for the artificial construct to exist. Within the limitations of the gaming environment, they specify the rules of the game, the winning condition, and "what is fair" and "what is not fair."

Goals: The aim of the game is to achieve a goal or a set of goals. A game may conclude before or after the intended goal has been reached.

Challenge: The objectives and results of games often present players with difficult or complex challenges. Even a basic game such as tic-tac-toe, when playing against someone with equal game knowledge, it can become a challenge. Players sometimes cooperate for mutual benefits. Most times, this is the social component of games. In most role-playing games, teams of two or more players collaborate.

Level: There are various levels in games. The first is the game level, or the progression steps chosen by the player. The difficulty of each level increases as one advances through the game. The knowledge needed for the next level is provided by each level. The players rely on their own skills and game-related knowledge to advance to the next level. The second is the playing level, or difficulty level, that the player selects at the outset of the game. Different entry levels in a game give access to players with varying skill levels and knowledge. Consequently, a larger player base is attained. The third level is the player's level.

Reward: In the game, players can accumulate points, obtain access rights, level up, receive authorization, and more. They receive rewards in various ways. On a leaderboard, players often see the prizes they have won. The players can view their own score or level as well as other players' standings on the leaderboard. One of the most significant factors that motivates the player is to see the prize they have won and their position in relation to other players.

Story: Games generally include a story that gives the players an opportunity to study, practice, and play the game. However, word games, hide-and-seek, and other simple games do not require a story.

Aesthetic: The visual components of the game and their overall design provide insight into the aesthetic quality of the experience. Every game should have its own aesthetic framework. Reality and aesthetics should not be mixed. Visually appealing video games do not necessarily feature realistic graphics. The game's appeal, interactivity, and dynamic appearance are all crucial factors in creating an engaging experience.

Feedback: Feedback is one of the distinguishing characteristics of games. Game feedback is immediate, obvious, and quick. Players can analyze the feedback they receive in response to both positive and negative feedback and make corrections.

Time: As a player progresses from one objective to the next in a game, time plays a crucial role in their success.

Games, which are an essential component of human existence, have been used in the teaching and learning process throughout history. Such games fall into the category of educational games. Information can be learned and reinforced more easily with the aid of educational games. Research indicates that integrating educational games into learning increases lesson engagement, making it enjoyable and motivating for students while also increasing their academic success (Fiş Erümit, 2016). According to Prensky

(2001), the habits, learning methods, and approaches of today's students have evolved in many aspects.

1.8.2. Game-Based Learning

The proposed definitions of GBL includes games with specific learning objectives. The process of creating instructional video games entails maintaining a balance between the need to cover the subject matter and the desire to place an emphasis on game play. GBL is considered an effective learning environment, incorporating significant principles and mechanisms used in it (Al Fatta, H. et al.2018).

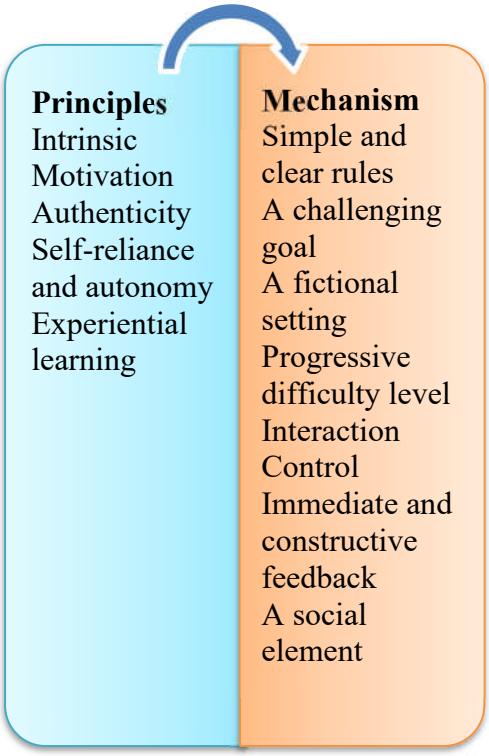

Figure 2. The principles and mechanisms of GBL

Note. The figure was taken from the study of Al Fatta, H., Maksom, Z., &Zakaria, M. H. (2018) titled "Game-based learning and gamification: Searching for definitions." *International Journal of Simulation: Systems, Science and Technology*, *19*(6), 41-1.

In a GBL environment, students internalize information on their own, process it through their own cognitive filter, compare it to their prior knowledge, and then perform their own learning. The way games help children to make sense of themselves in this regard is beneficial (Bayirtepe &Tüzün, 2007). Prensky (2001) asserted that computer

and video games attract millions of people for many reasons. Followings are 12 elements:

1. Games provide fun, leading to happiness and contentment.
2. A form of play is a game, leading to strong and enthusiastic involvement.
3. Rules apply to games, which provides a framework.
4. Games include goals, which is motivating.
5. Interactive video games enable to take action.
6. Video games can adapt, which provides momentum.
7. There are results and feedback in games, which allows learning.
8. Games have victory conditions, leading to ego-gratification.
9. Games include conflict, rivalry, challenge, and opposition, causing adrenaline.
10. Games can help solve problems, which encourages imagination.
11. Interactive video games contribute to social groups.
12. Games feature characters and a story, which evokes feelings.

To make learning engaging and interesting for students, it is important to eliminate the factors that make it boring. In the designed educational games, the creators should maintain a balance between the educational objectives and the entertaining components (Tüzün, 2006). A real game is used in GBL to impart skills and knowledge. It has an independent component with a predetermined beginning, game play, and conclusion state. For learners engaged in the game, there is a "win state." Games also offer a variety of educational content in various settings. In contrast, gamification uses a limited number of game mechanics. According to its proponents, it can be described as the integration of video game components into nongaming systems (Deterding et al., 2011). Gamification has primarily been used and studied in education (Sailer &Sailer, 2021). By incorporating game elements into instructional materials, gamification makes learning more interesting. It draws students' attention while also enhancing their problem-solving, critical-thinking, and learning skills. Students improve their language proficiency while having the opportunity to practice their knowledge. Through games, they communicate with their classmates. The primary advantage of using gamification in education is to offer an environment where students can learn through active participation rather than in traditional didactic situations. Gamification in education enhances student achievement and perception of lessons by boosting motivation and helping to maintain a positive attitude toward learning (Uyar, 2019). The students

participate in a session that uses game features, including getting rewarded for achieving a task or solving a problem, overcoming an obstacle or a challenge, and earning points without playing the entire game from beginning to end (Al Fatta et al.2018) The term "game-based learning" refers to the attainment of predetermined learning objectives through game play and content. It also refers to the enhancement of learning through the inclusion of problem-solving situations and challenges that provide learners, who are also players, with a sense of accomplishment. The goal of game-based education is primarily educational. All models emphasize the use of pleasant gameful experiences for a serious goal, such as education or behavior modification, rather than focusing on enjoyment. Gamification, in a broader definition, essentially takes components of games and adapts them to the real world (J. Krath et al., 2021)

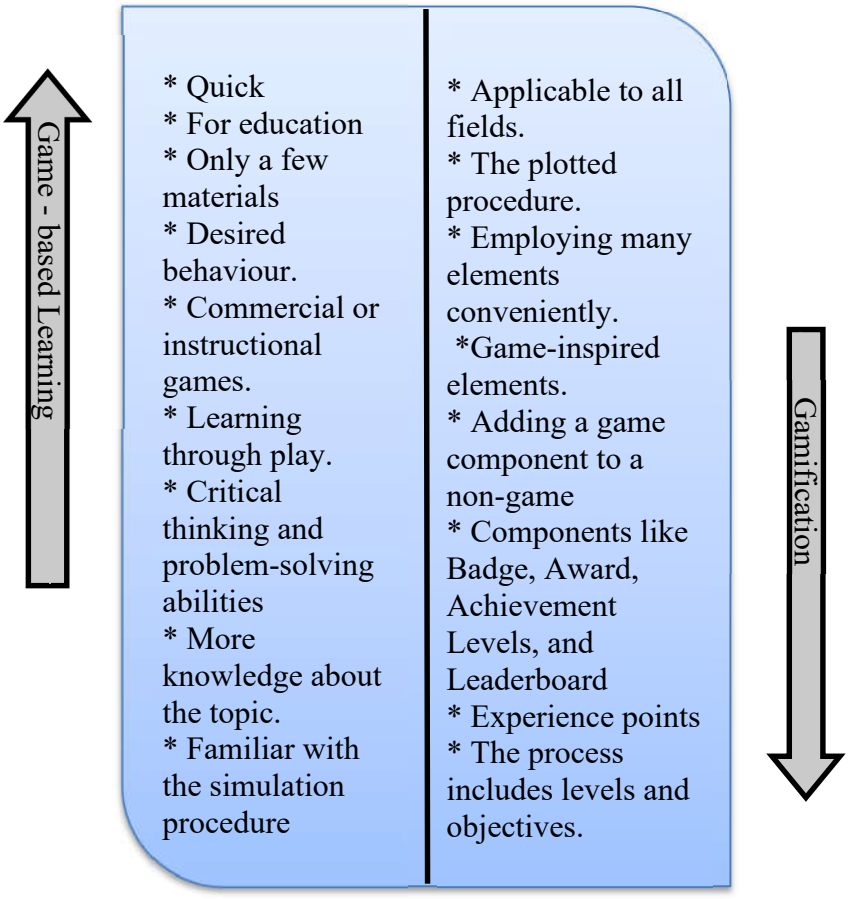

Figure 3. Comparison of game-based learning and gamification

Note. The figure was taken from the study of Türkan, Abdulgani (2019) titled "Oyunlaştırma Yönteminin Ortaokul Öğrencilerinin Akademik Başarı, Motivasyon ve Tutumlarına Etkisi." Yüksek Lisans Tezi, Atatürk Üniversitesi,Erzurum.

1.8.3. Gamification Elements

Werbach and Hunter (2012) assert that the development of a game must always begin with game dynamics and then reflect on the mechanics that best match the game concept to define the components, and ultimately make the game usable (Paixão & Cordeiro, 2021). The dynamics, mechanics, and components of games are divided into three areas that are relevant to gamification. They are arranged in a hierarchy, with each mechanic having a connection with one or more dynamics, and each component having a connection with one or more elements at a higher level. The hierarchical structure is represented by the following pyramid.

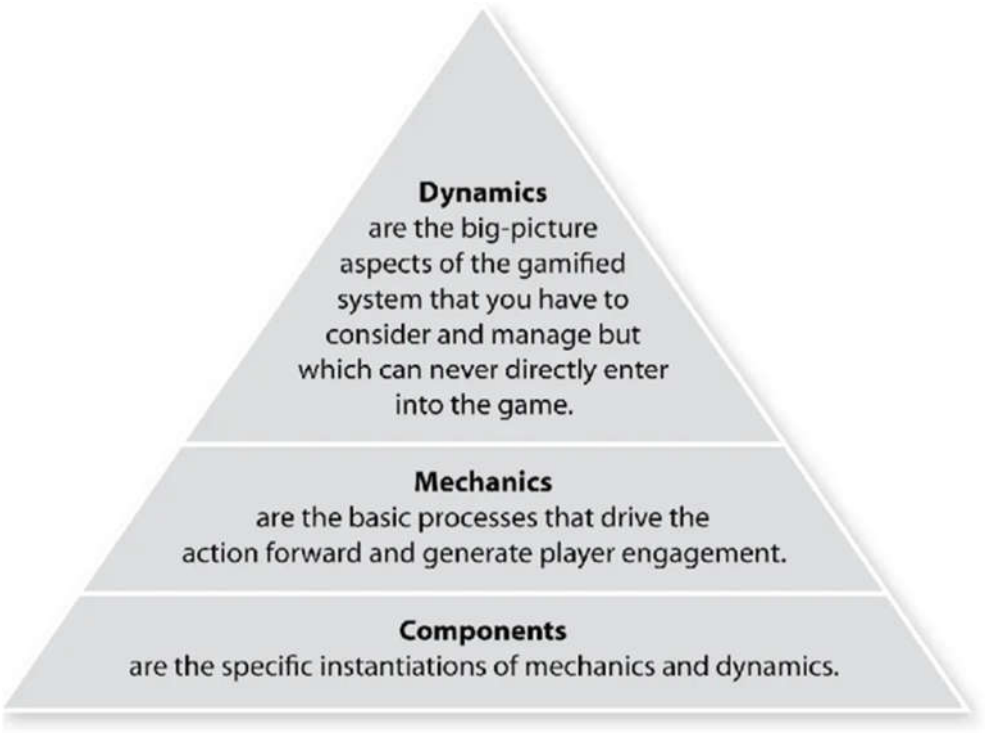

Figure 4. Gamification elements pyramid

Note. The figure was taken from the study of Werbach, K., & Hunter, D. (2012) titled "For the win, revised and updated edition:" The power of gamification and game thinking in business, education, government, and social impact. University of Pennsylvania Press.

Dynamics: The pyramid's most abstract level relates to indirect components; that is, those who do not actively engage in the game should be approached and represent the overall environment of the experience (Paixão & Cordeiro, 2021), including emotions, circumstances, narrative, progression, and relationships (Boudadi & Gutiérrez-Colón,

2020). Dynamics are at the highest degree of abstraction in this pyramid. The following are the fundamental game dynamics:

Constraints (restrictions or required compromises)

Emotions (such as curiosity, rivalry, annoyance, and enjoyment)

A narrative is a continuous, unfolding story.

Progress (the player's development and advancement)

Relationships (social exchanges that promote feelings of solidarity, status, generosity, etc.)

The big picture elements of the gamified system that one should consider and control but can never directly enter the game are called dynamics (Werbach & Hunter, 2012).

Mechanics are the essential operations that generate player activity and engagement. Each element of mechanics is connected to one or more dynamic elements. The fundamental procedures that drive the action and increase player engagement are called mechanics. Ten significant gaming mechanisms are as follows:

Challenges (tasks that demand effort to do, such as puzzles)

Chance (random components)

Competition (when one player or team prevails while the other fails)

Cooperation (players must cooperate to accomplish a common goal)

Feedback (information regarding the performance of the player)

Resource acquisition (acquiring things that are useful or collectible)

Rewards (reward for a particular deed or accomplishment)

Win states (the goals that lead to one individual or group winning, with a draw and a loss being relevant)

Achieving one or more of the dynamics mentioned is possible with each mechanic. A random occurrence, such as an unexpected reward, could stimulate participants' interest and sense of humor.

Components: In a game, components make up the elements on a more concrete and detailed level. Components interact with one another to produce mechanics (Paixão & Cordeiro, 2021). The more specialized forms that mechanics or dynamics might take are called components. The following are the twelve key game elements:

Accomplishments (clear objectives)

Avatars (known as visual representations of a player's character)

Badges (tangible symbols of accomplishments)

Collections (a grouping of objects or badges)

Content unlocking (aspects become accessible only once players' complete goals)

Gifting (opportunities to share resources with others)

Leaderboards (visual representations of player development and accomplishment)

Levels (clear steps in a player's development)

Points (numerical markers of a game's development)

Quests (preestablished difficulties with goals and rewards)

Social graphs (representation of a player's social network within the game)

Teams (clearly defined groupings of players cooperating to achieve a common objective)

Each component is connected to one or more higher-level parts, just as each mechanic is connected to one or more dynamics (Werbach & Hunter, 2012).

1.8.4. Theories Behind Gamification

Gamification is based on a variety of theories. The next chapters mention motivation, self-determination theory, flow theory, the ARCS model, and Fogg's behavior model.

Motivation

Regarding the goal, motivation can be classified into two categories: intrinsic and extrinsic. Intrinsic motivation is based on joy or pleasure; therefore, when individuals are driven by this type of motivation, they act in a way that makes them happy. This type of motivation should be used by teachers in the tasks and activities. Extrinsic motivation is driven by accomplishment, praise, or rewards. Students, who are intrinsically motivated, study for rewards such as their teachers' approval and praise. Gamification needs to understand the connection between these two motivational categories (Fiş Erümit, 2016). Motivation is the process of stimulating a person to show a desired behavior (Türkan, 2019). Pizzas for reading, honor roles, gold stars, and other reward-focused programs to encourage reading have long been accepted forms in educational institutions. These methods are often designed to encourage or support students' learning, and some instructors have long advocated for them, while some commentators have recently questioned their widespread use. Werbach & Hunter (2012) stated that involving one or more of these basic human needs can make tasks more likely to be intrinsically motivated. In other words, they can be carried out for personal gain. There are many clear examples, such as engaging in any hobby anytime people have some free time, artistic pursuits such as writing or sketching, going to a dinner

party with friends, finishing a challenging crossword puzzle, going for a walk without having a specific goal in mind, and so forth. Others may not include organizing a productive meeting, making a persuasive sales speech, coming up with a clever solution to help a client in a difficult situation, or carrying out an effective operation. In other words, even when there is a compensation and promotion system in place, intrinsic drive can still be present in the workplace.

Psychological studies that have shown the detrimental effects of extrinsic motivation on students' intrinsic motivation to study have contributed to the debate. A meta-analysis of the impact of extrinsic rewards on intrinsic motivation was conducted, showing that overall rewards have no negative consequences on intrinsic motivation (Deci et al., 2001). Intrinsic motivation is more significant than extrinsic motivation in gamification applications. For instance, mobile phone applications that resemble games are offered. Players spend much time in front of the computer or phone when playing games in digital settings, although there are no tangible rewards. They can pass their time with games (Türkan, 2016).

Self-Determination Theory

Some theories on the negative effects of gamification components on people's motivation are controversial. In this regard, cognitive and behavioral theories might contradict one another. Various studies have shown this to be true. According to these studies, when gaming mechanisms such as leaderboards are linked to conventional benefits such as pay and bonuses, they can demotivate individuals. There are several "cognitivist" theories that challenge this behaviorist perspective and inquire as to what actually happens in people's minds. Self-determination theory (SDT) developed by Edward Deci, Richard Ryan, and their associates is arguably the most significant of these. Deci and Ryan (2001) argue that people are proactive and have a strong internal drive to progress, but this drive must be supported by the external environment to be effective (Werbach & Hunter, 2012).

According to SDT, several motivational orientations can be classified at differing levels of self-determination, which can be categorized as impersonal, exterior, somewhat internal, and interior. Therefore, each motivational orientation may have either a beneficial or detrimental impact on language learners. There are two primary categories of motivation, with each having four different perspectives. The learner's enthusiasm and interest in the language reflect an intrinsic orientation in the first place.

Second, the identified orientation reflects how the learner perceives language acquisition aligning with his or her personal beliefs. Together, these two orientations make up the more all-encompassing category of autonomous motivation. The term "introjected orientation" describes the internal pressure of an individual due to social expectations, such as guilt and humiliation, if they are unable to successfully learn a language. Furthermore, external orientation indicates the learner's desire to acquire a second language (L2) to obtain material or intangible benefits or to prevent unfavorable outcomes. Controlled motivation is the term used to describe the motivation created by these last two orientations. These four orientations and the two basic categories of motivation have been scientifically supported by numerous studies (Alamer & Almulhim, 2021).

According to SDT, three psychological demands are fundamental: autonomy (the freedom to act independently), competence, and relatedness (social relationship). To feel autonomous from these needs, a person must take the initiative, make decisions, and stand by their actions. The desire and ability to affect one's environment are indicators of one's need for competence. Individuals who feel competent have confidence in their ability to accomplish their objectives. The need for affiliation is driven by the desire to communicate with other people. People seek out social connections with others to experience a sense of belonging in their current social setting (Fiş Erümit, 2016). Werbach and Hunter (2012) defined human needs as the need for their intrinsic impulses toward growth and wellbeing to flourish.

Table 2.

Game elements in terms of self-determination theory

Autonomy	**Competence**	**Relatedness**
Profile, avatar, changeable interface, alternative activities, privacy, notification control	Positive feedback, appropriate tasks, increased knowledge, points, level, leaderboard	Blogs, groups, messages, connection with social networks, chat

Note. The table was taken from the study of Fiş Erümit, Semra (2016) titled "Oyunlaştırma Yaklaşımlarının Eğitimde Kullanımı: Tasarım Tabanlı Bir Araştırma." Doktora Tezi, Atatürk Üniversitesi, Erzurum.

According to SDT, these demands can be divided into three groups: competence, relatedness, and autonomy. "Competence", or "mastery", refers to the ability to deal with the outside world successfully, such as learning how to dance the tango. The concept of "relatedness" refers to interpersonal relationships and the innate drive to engage with and support one's family, friends, and community. It may also take the form of a desire for a greater good or for "making a difference." Finally, "autonomy" refers to the intrinsic need to be in control of one's life and to be engaged in activities that are meaningful to them and consistent with their values.

Flow Theory

Csikszentmihalyi (2014) identified and investigated the "flow state", which is characterized by intense attention, and focus on a difficult but incredibly pleasurable endeavor. Being entirely absorbed in a task for its own sake is described as being in the flow. During this experience, the ego dissolves and time flies. Like performing jazz, each movement, idea, and action naturally follows the one before it. According to Mihaly Csikszentmihalyi, a psychologist, people most frequently experience flow—a state of total intrinsic motivation—while they are at work. Regardless of the setting, people tend to find absorbing, intriguing, and enjoyable activities that meet their demands for competence, autonomy, and connectedness (Werbach & Hunter). In terms of education, flow theory describes both the user experience and the learning process. According to the flow theory, when students are in a state of flow, they are so engaged in their activities that they are unaware of the time passed and are not interested in anything else. In the flow state of mind, self-consciousness can disappear, and one's perception of time can change. Learners' involvement is frequently high, and their focus on the work is intense during this state of flow. The theory also incorporates profound variables (engagement, self-rewarding experience) along with cognitive components (feedback immediacy and focused attention)

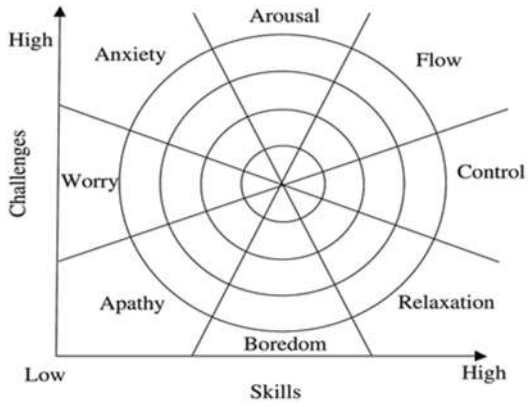

Figure 5. Csikszentmihalyi's flow theory

Note. The figure was taken from the study of Nakamura, J., & Csikszentmihalyi, M. (2014) titled "The concept of flow in Flow and the foundations of positive psychology" (pp. 239-263). Springer, Dordrecht.

Figure 5 shows that when the students' perceived talents and challenges are above average, they experience flow. When these are below average, they feel apathy. The concentric rings illustrate how the experience intensity increases with distance from the student's average levels of difficulty and proficiency.

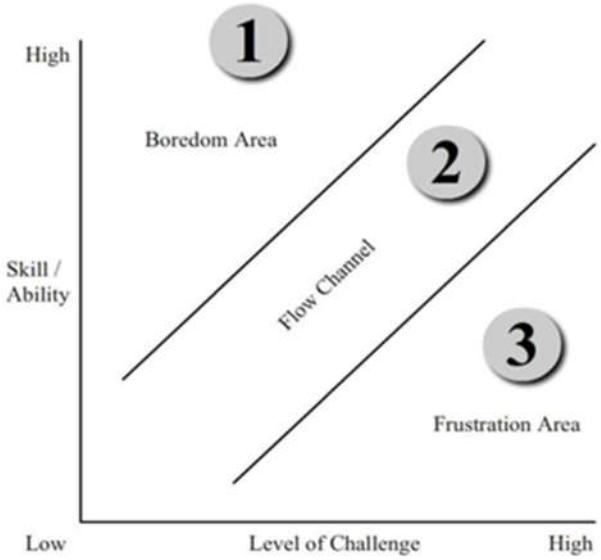

Figure 6. Three channels of learning

Note. The figure was taken from the study of Vann, S.W., & Tawfik, A.A. (2020) titled "Flow Theory and Learning Experience Design in Gamified Learning Environments."

According to Figure 6, there are three learning channels: flow channel, frustration channel, and boredom channel. If a task's difficulty rises to correspond with a learner's improving skills, it is likely to sustain their flow state as they complete it. The "boredom area" also emerges if the challenge does not match the learner's abilities and talents to advance. In the channel of boredom, the person loses interest in the task and leaves the activity without finishing it. If an individual's skill or ability level does not match the task's inherent complexity, they may become frustrated. Even if the tasks in the frustration channel are interesting to them, they become so difficult that they lose interest in continuing. The objective is for the activity to fall within these channels so that interest and difficulty can be sustained over time (Vann & Tawfik, 2020).

ARCS Theory

The ARCS Model of Motivation was developed to address the need for systematic methods to identify and resolve issues with learning motivation, as well as for more effective ways to comprehend the main factors in motivation to learn. The ARCS model is a technique for improving the attractiveness of instructional materials as motivators. It is characterized with three distinguishing qualities. The first is that it has four conceptual divisions that include various specific ideas and elements that define human motivation. Second, it contains collections of techniques that can enhance the instructional material's motivating appeal. Third, it includes a systematic design procedure known as motivating design, which can be used successfully with traditional instructional design models. The Attention, Relevance, Confidence, and Satisfaction (ARCS) Model identifies these four factors as the four fundamental requirements for motivation (Keller, 1987).

Figure 7. Keller's ARCS model

Note. The figure was taken from the study of Keller, J. M. (1987) titled "Development and use of the ARCS model of instructional design." *Journal of instructional development*, *10*(3), 2-10.

Attention: The first condition for learning is attention, which is a component of motivation. The goal of motivation is to capture and hold attention. The goal of attentional focus is to draw attention to the proper stimuli as a component of learning.

Relevance: Relevance does not need to come from the material itself; it can also stem from the way something is taught. It emphasizes the outcomes of the methods.

Confidence: Teachers often underestimate students' fear of failure or making mistakes, even though confidence is a key component of success. Therefore, teachers should work to help students develop their sense of self-worth.

Satisfaction: To be satisfied is to enjoy the task that has been completed. Usually, reinforcement—either extrinsic or intrinsic—provides it.

The ARCS is a motivational design model for learning environments, which uses a problem-solving method to generate and maintain student motivation. To encourage students in a learning environment within the classroom, the ARCS model is frequently used in a systematic manner. By incorporating game dynamics and mechanics into learning sessions, the gamification of learning offers a practical method for increasing motivation and engagement. Gamification is the practice of integrating game dynamics and mechanics into the classroom learning environment, although the motivational

design process does not focus on the integration of the gamification approach with the ARCS model. A proper design and a procedure guide must be available for integrating gamification into learning (Hamzah et al., 2014).

Fogg Behavior Model

Professionals working in behavior change across various fields, including sales, health, and education, can benefit from the Fogg behavior model (FBM). This model offers researchers and designers a methodical approach to considering the variables influencing behavior change. Motivation, ability, and triggers are the three main components of the FBM.

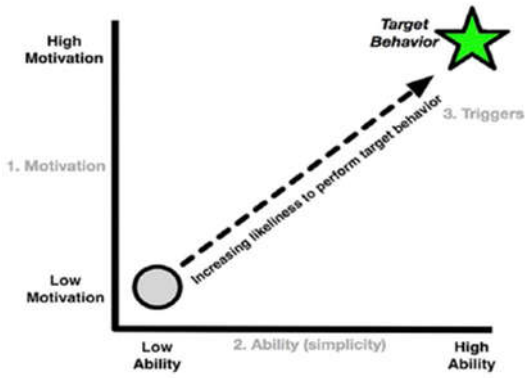

Figure 8. The Fogg behavior model has three factors: motivation, ability, and triggers.
Note. The figure was taken from the study of Fogg, B. J. (2009, April) titled "A behavior model for persuasive design." In *Proceedings of the 4th international Conference on Persuasive Technology* (pp. 1-7).

According to the model, for a specific behavior to occur, a person needs to have adequate ability, motivation, and triggers (Fogg, 2009). To clarify the reasons behind behavior modification, the FBM is introduced. The model demonstrates that for a certain behavior to occur, three factors must coincide simultaneously: Motivation (the desire to engage in the behavior); Ability (the capability of the person to carry out the conduct); Trigger (the stimulus that initiates the behavior). The effectiveness of gamification in influencing behavior is assessed using the FBM. "Game dynamics and mechanics can have a positive impact on human behavior since they are created to push players above the activation threshold and then prompt them to take certain actions." The three factors of motivation, ability, and trigger must all align for gamification to be

effective (Xu, 2015). The best student interaction occurs when learning occurs. At their core, pairs of opposites such as pleasure and pain, fear and hope, and acceptance and rejection from others can all be sources of motivation. For instance, if a student can solve an issue but lacks the will to do so, he/she will not take action. Aptitude can also have an impact on whether a behavior occurs. A behavior cannot happen even if a person is strongly motivated if they lack the necessary skills. Fogg adds that a behavior cannot be anticipated by ability or motive only (Muntean, 2011).

1.8.5. Gamification in Education

Previous Research on Gamification and Education

Various studies have shown that the positive effects of gamification in educational settings provide assertive evidence. Ng et al. (2022) conducted a study with the use of Classdojo, a gamification program, and revealed the important contributions to academic performance among 4th grade students, learning Mandarin as a second language. Cahyani (2015) demonstrated the significant effects of gamified learning activities in young learners. The number of studies in this area has significantly expanded considering other gamification studies in the field of education across the entire country, particularly in recent years. The concept of gamification has been the subject of numerous master's and doctoral studies by scholars in various fields, including marketing, technology, and communication. These studies can be assessed in the field of education to see how their effects and outcomes vary.

Fiş Erümit (2016) found an effective impact on gamification with increased engagement and a positive course atmosphere. In addition, Kocadere and Çağlar (2018) emphasized the significance of adjusting mechanics to various types of players, resulting in increased engagement in the classroom environment. Türkan (2019) underlined the differentiation of the results for experimental and control groups. The experimental group showed greater academic performance and positive attitudes compared to the control group.

Numerous studies have been conducted in various fields, from the business world to education and health. Several studies on gamification in the field of education have been conducted recently, both abroad and in Turkey. This study highlights differences by outlining their drawbacks. The participants' age groups from previous studies were significantly different from those in the current study. Although gamification elements such as leaderboards, badges, feedback, and storytelling have been implemented, there

are still not enough of them. The studies reviewed so far have emphasized the technological component of gamification, but the current study also considers the activities that are used without technology. Gamification was also implemented in the teaching of many languages, unlike this study. Because gamification is a newly introduced concept in the Turkish context, the quantity of domestic publications is insufficient.

2. METHODOLOGY

This section provides details about the research methodology, participants, data collection procedures, and data analysis.

2.1. Context of the Study

The study was conducted at Kalli Language School, Niğde, Turkey. This language school provides interactive language education, with five classrooms to teach different grades. At the beginning of the academic year, the students take a placement test according to their grades, which is provided by Oxford University Press. It includes multiple choice questions. Students are placed based on their results. Each student receives two hours of lessons per day. The present study included 16 hours of lessons in 8-week period. The study used main course books from Oxford University Press, containing separate curricula according to grade levels. The topics from these books were presented and with the use of "Canva" presentations to enhance the subject taught. All the subjects in the second semester were enriched through gamification activities.

2.2. Research Design

The study utilized a single-case research design with a small sample size. By interacting in the process on a single group, it examines the impact of the variable taken into account. This group participated in the gamified lessons. In a single case design, the changes in the intervention are measured at least three times, such as pretest, middle test, and posttest (SAGE Publications, “Quasi Experimental and Single Case Experimental Designs 13” (2019): 333-370). The students’ achievement test scores before, during, and after the gamification application were compared using the pretest, middle test, and posttest.

The aim of the study is to determine the effects of gamification on learners’ motivation, success and attitudes in digital and nondigital learning environments. The Statistical Package (SPSS) was employed as a quantitative method to obtain the statistical data.

2.3. Participants

The study used a convenient sample, including 30 participants from a private language school in secondary school grades. There were 15 students from the fifth

grade, including seven males and eight females. In the sixth grade, there were six students, and one of them was male. The seventh grade included nine students with five females and four males. There were three different groups of fifth graders. The first group comprised six students, the second comprised four and the third comprised five students. The sixth grade had six students in a single group. The seventh grade was composed of two different groups: one with six students and the other with three students. At the outset of the study, 33 students were expected to participate, but as participation was voluntary, only 30 students were included. Their ages ranged from 10 to 13 years, forming the sample group. The secondary school students, who were 12 males and 18 females, were taught English. Age and gender were not considered in the selection of the participants. Accessibility was considered when choosing the participants because they were all students of the researcher. In addition, the participants were chosen randomly based on a single case design. The study participants had never previously taken part in gamified lessons.

Table 3.

Distribution of the participants

Grade Level	Number of Students	Gender Distribution
Fifth	15	7 males, 8 females
Sixth	6	1 male, 5 females
Seventh	9	3 males, 6 females

In the data analyses conducted, a higher numbers of individuals in each group were preferred for the power of the statistical analyses. However, these numbers were chosen due to the nature of the language school. Indeed, the statistical analyses would still be valid with these numbers (Kraska-Miller, 2013), although the higher numbers would have increased the statistical power.

2.4. Data Collection Process

During the academic year 2022–2023, the implementation lasted for eight weeks. Different achievement tests were used before, during, and after the gamified instructional application to evaluate the students' success. To measure motivation and attitude scores, motivation and attitude scales were employed.

2.5. Data Collection Instruments

2.5.1. Achievement Test

A pretest, a middle test, and a posttest were used to gather quantitative data to examine the impact of gamification on students' academic progress. These tests were based on the course materials provided by Oxford University Press and were tailored according to the students' grade levels. The pretest consisted of three parts with a total of 100 questions for sixth grade students and four parts with a total of 56 and 52 questions for fifth and seventh grades students, respectively. For the middle tests, there were four parts with a total of 34 questions for the students in the fifth grade, 48 questions in the seventh grade, and 100 questions in the sixth grade. The posttests consisted of 60 questions divided into four parts for the fifth and seventh grades, and 100 questions for the students in the sixth grade. On the pretests, middle tests, and posttests that were prepared utilizing the content from the course book written by Oxford University Press and course goals, these four parts included vocabulary, grammar, reading, and listening for the seventh grade, whereas the tests for the fifth grade included vocabulary, listening, grammar, and everyday English. Sixth graders took tests with three parts, including grammar, vocabulary, and reading. The exams did not include writing skills since writing assessments tended to be more subjective, which would have an adverse impact on the validity of the tests. Additionally, students were expected to complete exams within 50 minutes. The learning objectives for the questions in every part of each test were analyzed to increase test efficacy.

Table 4.

Exam items and number of questions for each grade in the pretest, middle test, and posttest

Grade	Exam Item	Number of Questions (Pretest)	Number of Questions (Middle test)	Number of Questions (Posttest)
Fifth	Vocabulary	20	16	20
	Listening	9	4	12
	Grammar	24	8	16
	Everyday English	5	6	12
Sixth	Vocabulary	29	15	54
	Grammar	42	37	24
	Reading	16	48	22
Seventh	Vocabulary	23	11	22
	Listening	10	6	14
	Grammar	14	16	18
	Reading	7	15	6

Table 4 shows the exam items and number of questions in the achievement tests for each grade.

2.5.2. Motivation Scale

The motivation scale was developed by Ertan (2020) and used to assess how the gamified lesson affected the motivation of the students. It comprises 12 items rated on a 5-point Likert scale: "Strongly Disagree", "Disagree", "I'm undecided", "Agree", and "Strongly Agree". Ertan (2020) determined the Cronbach's alpha value to be 0.903, while in our study, it was 0.850. The questionnaire included 12 items divided into four items related to autonomy, four items related to competence, and four items related to relatedness (see Table 5).

Table 5.

Subscales of motivation scale

Subscales	Number of items
Autonomy	4
Competence	4
Relatedness	4

The first subscale of the Motivation Scale has “autonomy” and has four items. All the items included in this subscale are examined as shown in Table 6.

Table 6.

Items contained in the subscale of autonomy.

Item No	Subscale: Autonomy
1	I felt that I learned the subject in a more controlled way with the gamification method.
2	I was interested in using the gamification method in the lesson.
3	I felt comfortable in the lesson taught by gamification.
4	The gamified lesson was suitable for my learning style.

The motivation scale included several subscales. Under the “autonomy” subscale, learners described how comfortable they felt as well as the suitability of their learning style with gamified lessons in statements such as “I felt comfortable in the lesson taught by gamification”, “I felt that I learned the subject in a more controlled way with the gamification method”, and “The gamified lesson was suitable for my learning style”.
The other subscale, called “competence”, included four items, and all the items contained in this subscale are indicated in Table 7.

Table 7.

Items contained in the subscale of "competence".

Item No	Subscale: Competence
5	I had a lot of fun in the lesson, which was taught with the gamification method.
6	I easily completed the tasks given to me in the gamified lesson.
7	I could easily understand the feedback and comments I received from the teacher in the gamified lesson.
8	I was able to easily access the resources/contents I needed for the gamified course.

The "competence" subscale emphasized learners' expressions of having fun and comfort in completing assignments in statements such as "I had a lot of fun in the lesson, which was taught with the gamification method", "I was interested in using the gamification method in the lesson" and "I easily completed the tasks given to me in the gamified lesson". Additionally, comprehending and accessing the resources easily were mentioned in statements such as "I could easily understand the feedback and comments I received from the teacher in the gamified lesson" and "I was able to easily access the resources/contents I needed for the gamified course".

The third subscale, called "relatedness", has four items and is displayed in Table 8.

Table 8.

Items included in the subscale of "relatedness"

Item No	Subscale: Relatedness
9	I was able to share a lot of things about the course with my friends.
10	My friends shared many things with me about the course.
11	I was able to easily explain to my friends what I liked and disliked in the course taught by gamification.
12	I was able to comfortably discuss the content of the lesson taught by gamification with my classmates.

The "relatedness" subscale focused on the sense of incorporation with classmates in statements such as "I was able to share a lot of things about the course with my friends", "My friends shared many things with me about the course", "I was able to easily explain to my friends what I liked and disliked in the course taught by gamification", and "I was able to comfortably discuss the content of the lesson taught by gamification with my classmates."

2.5.3. Attitude Scale

The attitude scale created by Ertan (2020) was used in its completed form. The scale has 15 items in total, rated on 5-point Likert scale, with responses including "Strongly Disagree", "Disagree", "I'm undecided", "Agree", and "Strongly Agree". The scale may provide a minimum of 15 points and a maximum of 75 points. High scores on the scale indicate a positive attitude toward gamified learning.

The Cronbach's alpha value in the original scale created by Ertan (2020) was 0.90. while in the present study, it was 0.847. The questionnaire included 15 items divided into seven items related to user satisfaction, six items related to anxiety about usage, and two items related to desire to use (see Table 9).

Table 9.

Subscales of the attitude scale

Subscales	Number of Items
User satisfaction	7
Anxiety about usage	6
Desire to use	2

The first subscale of the attitude scale "user satisfaction" has seven items and is shown in Table 10.

Table 10.

Items contained in the subscale of "user satisfaction"

Item No	Subscale: User Satisfaction
1	I enjoy the lessons taught by the gamification method.
4	I can focus on lessons better when gamification activities are used.
5	I study hard thanks to gamification activities.
7	I join the class enthusiastically when gamification activities are used.
9	Gamification activities make me feel like I'm playing a game
11	Gamification activities increase my interest in the topic
15	I enjoy studying lessons thanks to gamification activities

The attitude scale comprised several subscales. In the "user satisfaction" subscale, the learners expressed their enjoyment of the gamified lessons and how their interest in the lessons increased in statements such as "I enjoy the lessons taught by the gamification method", "I join the class enthusiastically when gamification activities are used", and "I enjoy studying lessons thanks to gamification activities.

The other subscale addressed “anxiety of usage” and had six items that are explained in Table 11.

Table 11.

Items included in the subscale of “anxiety of usage”

Item No	Subscale: Anxiety of Usage
2	I’m bored with gamified lessons.
3	I feel nervous while I have lessons with gamification activities.
6	It makes it difficult for me to learn because it confuses me.
8	It isn’t necessary to use gamified lessons.
10	Gamification activities don’t interest me.
14	Using the gamification activities causes a waste of time.

The “anxiety of usage” subscale emphasized learners’ negative expressions of anxiety and the confusing environment in the education setting as indicated by statements like “I feel nervous during the lessons with gamification activities”, and “It makes it difficult for me to learn because it confuses me.”

The third subscale, “desire to use”, has two items and is identified in Table 12.

Table 12.

Items involved in the subscale of “desire to use”.

Item No	Subscale: Desire to Use
12	I would like to include gamification activities throughout the lesson
13	I would like to use gamification activities in other lessons

The “desire to use” subscale emphasized the incorporation of gamification activities and learners’ eagerness to participate in the lessons as reflected in statements such as “I would like to include gamification activities throughout the lesson” and “I would like to use gamification activities in other lessons”.

2.6. Procedure

In the first phase of the study, planning and preparation were completed for its implementation. Firstly, participants were chosen, including the fifth, sixth, and seventh grades, from a private language school. Then, a literature review on gamification was conducted, and lesson plans were developed through learning objectives and gamification elements.

Lesson plans were developed for secondary school students. The success of the teaching approach was assessed based on the lesson plan, which emphasized the role of gamification.

The course content, which was chosen by the language school, was based on the Everybody Up textbook and workbook developed by Oxford University Press. The gamified learning tasks were produced from the book on weekly topics. Assessment of the activities covered in the book was conducted. The game elements were then organized, considering the literature and the implementation setting.

In the first phase, the study's objectives were determined through a literature review on gamification-related research, and then in the implementation setting, the needs of the learners were identified to align with the game elements. With the careful analysis of the study context and the coursebook content, a series of games were organized in accordance with the research purposes. When designing games, special attention was given to game elements including rules, goals, challenges, levels, rewards, story, aesthetic, feedback, and time (see Appendix F).

In the second phase of the procedure, a pretest assessed participants' initial academic performance prior to the implementation of the gamified lessons to observe the students in the classroom environment to reveal more clear results from the pretest.

During the implementation of gamified lessons, students were initially informed of gamification elements such as rules, goals, feedback, challenges, aesthetics, points, leaderboards, time, story, levels, and rewards (see Appendix F). Afterwards, they were provided with a thorough explanation on the application process, its progress, how they would be integrated into the lesson, and what results to expect.

The students were given leaderboards, rewards, and instant feedback at the end of quizzes conducted through Kahoot! as gamification elements. Leaderboards, rewards, and badges that students earned in return for the points they collected during the lesson were designed using Canva. The students collected another element as points, and individual gained rewards through Wordwall. Gamification elements further included

tasks and missions in the lesson. To enhance student cooperation, digital tools Mentimeter and Padlet were used.

Group tasks and in-class activities were appropriate for each unit and learner level to facilitate the classroom environment. Regular assignments were delivered to the students as practical and theoretical homework per week. Topics, learning assignments, and outcomes for fifth grades are shown in Table 1 (see Appendix E), for the sixth grades are shown in Table 2 (see Appendix E), and for the seventh grades are shown in Table 3 (see Appendix E).

After a 4-week period, the participants took middle tests to observe the changes in learners' academic performance.

In the final phase of the study, posttests were administered to the learners to assess their academic performance after the gamification intervention. The study involved eight weeks and two hours per week of study with the groups, resulting in a total of 16 hours of study time.

Table 13.

Activities and the method of implementation

Activities	The Method of Implementation
Lectures	For each lesson appropriate for their level, slides created through "Canva" were presented to all groups.
Classroom activities	For each unit that was appropriate for their level, the researcher provided each group with tasks and in-class activities that they were required to complete within a given limited time. These tasks and in-class activities were prepared in advance by the researcher as group or pair work.
Homework assignments	The students were regularly assigned both theoretical and practical homework for each week's course.

Leaderboards, one of the gamification elements, were created to rank students' achievements based on their performances in quizzes on Kahoot! These were also designed using Canva. Badges, another gamification element, were also designed on

Canva. These were given to students in accordance with the levels determined based on their points earned from their in-class tasks. Each level represents a specific unit, and as the students complete the missions in these units, they progress to higher levels. During the in-class tasks, students were asked to prepare mind maps and word clouds using digital tools such as Mentimeter and Padlet to increase student collaboration.

Students received rewards based on their scores on the leaderboards. The points and rewards system, other elements of gamification, was also provided through both Kahoot! and individual rewards with the fun wheel on Wordwall based on the points collected by the students in the classroom. For example, listening to their favorite songs, watching ten or fifteen minutes of their favorite film, or choosing an activity for the next lesson. In addition, quizzes prepared through Kahoot! provided instant feedback to the students, as it could show them whether their answers were correct or incorrect during the quiz.

2.7. Nondigital Instruments

This section provides information about nondigital instruments and how they were applied to the research. The literature, implementation environment, and content of the course books all played an essential role in the selection of these instruments.

The term “nondigital instruments” indicates tools, materials, and activities that are not related to technological gadgets or digital instruments. These instruments are employed to support language learning and teaching, including a wide range of physical objects such as printed materials, blocks, and puzzles; classroom activities such as group work, role-playing, and experiments; and nondigital assessment tools such as checklists, surveys, and paper-based tests.

Activities and instructions were conducted in each grade level in phases. Initially, preactivity preparations were fulfilled by preparing materials and defining objectives for the activities. Then, a specific activity, such as finding hidden adjectives in the classroom was conducted to choose the group captain. Following this, the group captains could choose their own groups. In addition, the main tasks of the classroom activities were accomplished to obtain points in a competitive way, such as using Velcro dart to introduce adverbs and appropriate verbs. Finally, students worked in collaboration to accomplish tasks such as making an environment poster and creating charts (see Appendix G). There was limited time allocated for the classroom activities,

and some rules were applied to performing tasks, including how students were engaged in the tasks.

The employment of nondigital instruments might offer alternative methods to provide knowledge and collect data. They can encourage active participation and provide various learning preferences.

2.8. Data Analysis

The data obtained from the research were evaluated using the SPSS 22.0 statistical software. The frequency and percentage analyses were used to determine the descriptive characteristics of the participants, while mean and standard deviation statistics were used to analyze the scale. Kurtosis and skewness values served to determine whether the research variables showed a normal distribution.

Table 14.

Distribution of the data

	Kurtosis	Skewness
Vocabulary pretest	1.023	0.452
Listening pretest	0.542	-0.854
Grammar pretest	-.656	-.634
Everyday English pretest	-0.863	.237
Reading pretest	-1.480	-.441
Achievement pretest	.955	-1.037
Vocabulary middle test	1.036	-0.874
Listening middle test	-.890	-.383
Grammar middle test	-1.010	-.063
Everyday English middle test	0.354	-1.214
Reading middle test	.698	.662
Achievement test	.442	-.332
Vocabulary posttest	0.356	0.874
Listening posttest	0.479	1.055
Grammar posttest	0.569	0.985
Everyday English posttest	0.369	0.574
Reading posttest	0.745	0.674
Achievement posttest	-.391	-.797
Attitude scale	1.214	-1.438
User satisfaction	1.460	-1.423
Anxiety about usage	0.845	1.369
Desire to use	.870	-1.425
Motivation scale	.267	-1.012
Autonomy	0.524	-1.038
Competence	-.308	-.958
Relatedness	1.234	-1.224

In the related literature, it is considered a normal distribution when the results of the Kurtosis Skewness values of the variables are between +1.5 and -1.5 (Tabachnick & Fidell, 2013), +2.0 and -2.0 (George, & Mallery, 2010). The variables in the present study showed normal distribution. Parametric methods were used in the analysis of the data to ensure the significance of the tests when the data showed a ratio scale of measurement (Fraenkel, Wallen & Hyun, 2012). The variation between repeated measurements was analyzed with repeated-measures analysis of variance (ANOVA). Repeated measures were used as the ANOVA measurement method, as it could identify the differences among more than two measurements and obtain data with the Bonferroni correction. The Pearson correlation analysis tested the relationships between the scales.

Eta squared (η2) coefficients were used to calculate the effect size. The effect size indicates whether the difference between the groups is large enough to be considered significant. Eta squared values are as follows: 0.01= small; 0.06= medium; 0.14= large (Büyüköztürk et al., 2018).

Power analysis was conducted to determine the sample size of the study. The power of the test was calculated with the G*Power 3.1 software. In a similar study in the related literature, Hüner (2018) found the effect size for the change in success (effect size) to be 0.708. To achieve a power of 95% for the study, it is necessary to reach at least 24 participants at the 5% significance level and 0.708 effect size (df=23; t=1.714). Considering the high power of the test and the potential dropouts in the research, we aimed to reach 30 people, and the research was completed with this number.

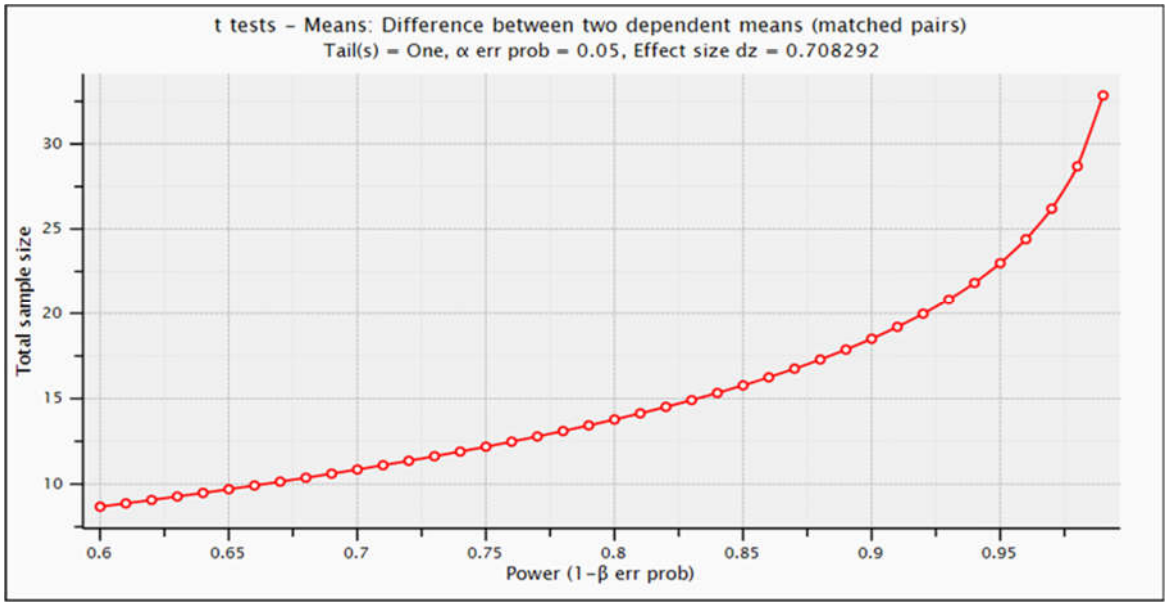

Figure 9.Power analysis graph

3. RESULTS

This section comprises the findings related to the research questions and the comments. The research aims to define the effects of gamified lessons on students' success, motivation, and attitude. Additionally, it examines whether a gamified lesson makes a difference in learners' motivation, attitude, and success with gamification activities.

3.1. Findings about Students' Academic Achievements

The study aimed to determine the impact of gamification activities on learners' achievement, and during the evaluation process, achievement tests were carried out before, during, and after the incorporation of gamification activities into the lessons. Vocabulary, listening, grammar, reading, and everyday English parts were addressed in the tests.

Table 15 indicates the results of the overall achievement tests.

Table 15.

Differentiation status of achievement tests

	Mean	**SD**
Achievement test pretest	82.983	10.214
Achievement test middle test	82.568	9.680
Achievement test posttest	91.722	7,969
F[b]	21.054	
***p**	**0.000**	
Bonferroni	**1<3; 2<3**	
Eta square	0.421	

Table 15 provides the differentiation status of the achievement tests. The mean score for the achievement pretest was 82.983, which was almost the same as the measurement of 82.568 in the middle test and increased to 91.772 in the posttest. The acquired F value of 21.054 was similar to the p value of 0.000, indicating that there is empirical support for the beneficial effects of the gamified lessons on learners' academic performance in overall achievement tests *($p<0.05$).

Table 16 displays the results of the differentiation for vocabulary tests in the pretest, middle test, and posttest.

Table 16.

Differentiation status of vocabulary measures

	Mean	SD
Vocabulary pretest	90.842	11,406
Vocabulary middle test	95.777	7.552
Vocabulary posttest	97.088	7.849
F	**4.466**	
***p**	**0.016**	
Bonferroni	**1<2.3**	
Eta square	**0.133**	

The aim of this study was to evaluate whether gamified lectures influenced students' vocabulary skills. The pretest, middle test, and posttest were used to measure this skill. Table 15 shows the differential level of vocabulary measurements. This demonstrates an improvement in vocabulary skills. The pretest had a mean score of 90.842, the middle test had a mean score of 95.777, and the posttest had a mean score of 97.088. These findings show that the gamified lessons enabled a gradual development in the vocabulary skills of the participants. ANOVA was used to identify the results that were statistically significant. Comparisons were made between the various vocabulary measures, including the pretest, middle test, and posttest, using the Bonferroni correction. In comparison to the middle test and pretest scores, posttest scores were considerably higher *($p<0.05$). The Eta square value of 0.133, which represents the effect size, indicates that the gamified lessons had a positive effect on enhancing students' vocabulary proficiency.

The results indicated in Table 15 show that the gamified lessons had a significantly positive effect on enhancing vocabulary skills.

Table 17 indicates the results of the differentiation for listening tests in the pretest, middle test, and posttest. The table also shows the impact of gamified lessons on listening skills.

Table 17.

Differentiation Status of Listening Measures

	Mean	SD
Listening pretest	79.711	13.368
Listening middle test	83.280	16.549
Listening posttest	94.800	11.625
F	**10.248**	
****p**	**0.002**	
Bonferroni	**1<3; 2<3**	
Eta square	**0.299**	

Determining how gamified lessons affected students' listening abilities was the main objective of the study. Pretest, middle test, and posttest results were used to evaluate this competence. The pretest mean score was 79.711, increased to 83.280 in the middle test, and improved significantly in the posttest to a mean of 94.800. As a result of the gamified lessons, this shows a progressive improvement in listening skills. Repeated measures ANOVA assessed the statistical significance of these changes. The F value of 10.248 and p value of 0.002 showed significant difference between the listening measures *($p<0.05$).

The Eta square value of 0.299, which represents the effect size, indicates that the gamified lessons were successful in enhancing students' listening skills. The results from Table 16 provide empirical evidence for the value of gamification activities in improving students' listening proficiency.

Table 18 displays the results of the differentiation for grammar tests in pretest, middle test, and posttest.

Table 18.

Differentiation status of grammar measures

	Mean	SD
Grammar pretest	76.887	14.622
Grammar middle test	80.525	14.835
Grammar posttest	90.023	13.397
F[b]	**7.332**	
****p**	**0.003**	
Bonferroni	**1<3; 2<3**	
Eta square	**0.202**	

Examining whether the gamification activities improved students' grammatical abilities was another goal of the study. The grammar measurements were evaluated using the pretest, middle test, and posttest. The mean score for the pretest was 76.887, increased to 80.525 in the middle grammar test, and increased further to 90.023 in the posttest. The impact on grammatical abilities was evaluated using corresponding methods of assessment. The 7.332 found F value was equivalent to a 0.003 p value. In comparison to the pretest and middle test scores, the grammar posttest score was considerably higher *($p<0.05$). The gamified courses increased grammar score rather than random variance. These findings indicated in Table 17 highlight the significant enhancement of gamified lessons on grammar skills.

Table 19 shows the results of the differentiation for everyday English tests in pretest, middle test, and posttest.

Table 19.

Differentiation status of everyday English measures

	Mean	SD
Everyday English pretest	74.667	21.996
Everyday English middle test	87.778	21.331
Everyday English posttest	73.333	28.557
F[b]	1.648	
p	0.215	

Determining the effects on learners' everyday English skills was another aim of the study. There was no noticeable difference between the pretest, middle test, and posttest in the everyday English measurement, in contrast to other language components. The pretest mean score was 74.667, the middle test mean score was 87.778, and the posttest mean score was 73.333. The p value of 0.215 and the determined F value of 1.648 were similar. These results indicate that the difference does not meet the requirement for statistical significance ($p>0.05$). The results shown in Table 18 imply that the gamified lessons had little or no impact on the learners' everyday English measurement.

Table 20 indicates the results of the differentiation for reading tests in pretest, middle test, and posttest.

Table 20.

Differentiation status of reading measures

	Mean	SD
Reading pretest	73.366	25.672
Reading middle test	76.750	10.882
Reading posttest	100.000	0.000
F[b]	**13.469**	
****p**	**0.001**	
Bonferroni	**1<3; 2<3**	
Eta square	**0.490**	

Based on the results presented in Table 19, the mean score for the pretest was 73.366, which increased slightly to 76.750 in the middle test, and increased significantly to 100.000 in the posttest. There is a noticeable difference in reading proficiency between the pretest, middle test, and posttest *($p<0.05$), as indicated by the acquired F value of 13.469 and the related p value of 0.001.

These results show that the gamified lessons improved the students' reading abilities. The posttest results, when compared to the pretest results and the middle test results, revealed a substantial improvement.

3.2. Findings about Students' Motivation

A motivation scale was used at the conclusion of an 8-week gamification process to determine whether courses incorporating gamification activities in the classroom might motivate students while they were learning. The motivation scale consisted of subscales such as "autonomy, competence, and relatedness". The autonomy scale referred to students feeling independent and having a feeling of control in the learning environment. With this perspective, students can see themselves as active participants. Therefore, they can decide on their own in the learning process and participate in the class actively and willingly. Competence relates to students' own abilities and skills. The competence scale evaluates learners' self-achievement in learning tasks and assignments. Students can increase their motivation and self-confidence when they perform well in tasks and assignments. Relatedness concentrates on students' interactions with their peers and teachers. The relatedness subscale of the motivation scale revealed the extent to which students feel connected, related, and accepted in the classroom.

Table 21 displays the results of the motivation scale with subscales.

Table 21.

Motivation scale results

	N	**M**	**SD**	**Min.**	**Max.**	**Scale Min–Max**	**Alpha**
Motivation	30	**52.667**	7.043	**37.000**	**60.000**	12-60	0.850
Autonomy	30	**18.733**	1.721	12.000	**20.000**	4-20	0.799
Competence	30	**18.067**	1.999	14.000	**20.000**	4-20	0.756
Relatedness	30	**15.867**	4.531	4.000	**20.000**	4-20	0.854

The students' mean total from motivation was 52.667±7.043 (Min=37; Max=60), their mean from "autonomy" was 18.733±1.721 (Min=12; Max=20), their mean from "competence" was 18.067±1.999 (Min=14; Max= 20), and their mean from "being related" was 15.867±4.531 (Min=4; Max=20). Based on the findings, the students' motivation mean score was 52.667 with a standard deviation of 7.043. The subscales'

scores are different, ranging from a minimum of 12 to a maximum of 20. From the findings of the “autonomy” subscale, the mean of the score was 18.733 with a standard deviation of 1.721. This indicates that students felt comfortable and satisfied. The findings show that the learners have a reasonable level of motivation.

The findings concerning the "autonomy" subscale of the motivation scale found that gamified lessons enhanced learners’ ability of independence and their own control by learning in a controlled way. Many of the participants of the study pointed out that they felt comfortable and independent in the gamified lessons. For example, the statement “I felt that I learned the subject in a more controlled way with the gamification method” presents learners’ independence and their own control over the gamification process. This is line with the high autonomy mean score of 18.733 in the table.

The statement “I was interested in using the gamification method in the lesson” indicates learners’ interest in gamification activities, and it is consistent with the result from the table reflecting the high motivation mean score and autonomy mean score.

The statement “I felt comfortable in the lesson taught by gamification” and “The gamified lesson was suitable for my learning style”. These sentences present learners’ comfort in the learning process and individual learning system with gamified lessons.

The findings relating to the "competence" subscale of the motivation scale revealed that gamified lessons enhanced students’ enjoyment from the learning process. The participants of the study indicated the important role of games in creating a fun atmosphere in the classroom environment. For example, the statement “I had a lot of fun in the lesson, which was taught with the gamification method” clearly implies this relation between gamified lessons and the strength of their abilities. Almost all participants stated that they easily completed the tasks given to them in the gamified lesson and that gamification activities enabled students to realize their abilities.

The statements “I could easily understand the feedback and comments I received from the teacher in the gamified lesson”, and “I was able to easily access the resources/contents I needed for the gamified course” show the importance of giving clear and comprehensible feedback as well as learners’ ability to perform the tasks better. This aligns with the relatively high mean score, and the gamified lessons encourage learners to use sources effectively.

Regarding the “relatedness” subscale, the mean score was 15.867 with a standard deviation of 4.531. The findings concerning the "relatedness" subscale of the motivation scale revealed that gamified lessons improved group cohesion by creating synergy

among students. The participants of the study indicated the important role of games in creating collaboration among group members. For example, the statement “I was able to share a lot of things about the course with my friends” in the scale clearly reveals the relation between gamified lessons and cooperation among students. Ninety-five percent of the participants stated that they interacted with their friends and peers.

3.3. Findings about Students’ Attitudes

An attitude scale was used at the conclusion of an 8-week gamification process to determine the learners’ attitudes toward lessons with gamification activities.

The anxiety of usage is a component of the attitude scale that indicates students' feelings of worry and nervousness about using particular tools, techniques, approaches, and technology. Low anxiety levels and ease in the learning process were both experienced by students. The sense of ease encouraged students to express their willingness and courage to participate in the gamified session. The “user satisfaction” subscale reflected learners’ pleasure and positive attitudes toward the technologies, methods, and tools they utilize in the learning environment. The desire to use showed students’ willingness and tendency to employ tools, methods, and technologies in their learning process. The desire to use expresses students’ motivation and attention for incorporating different learning sources and activities.

Table 22 shows the results of the attitude scale with subscales.

Table 22.

Attitude Scale Results

	N	M	SD	Min.	Max.	Scale Min–Max.	Alpha
Attitude	30	**68.667**	6.809	**47.000**	**75.000**	15-75	0.847
User satisfaction	30	**31.533**	4.431	20.000	**35.000**	7-35	0.834
Anxiety of usage	30	**7.333**	2.234	6.000	**17.000**	6-30	0.815
Desire to use	30	**8.467**	2.556	2.000	**10.000**	2-10	0.828

The mean total of the students from "attitude" subscale was 68.667±6.809 (Min=47; Max=75), the mean of "user satisfaction" was 31.533±4.431 (Min=20; Max=35), the mean of “anxiety of usage" was 7.333±2.234 (Min=6; Max=17), and the mean “desire

to use" was 8.467±2.556 (Min=2; Max=10). The findings show that the learners had positive attitudes toward gamified lessons. Based on the findings, the students' attitude mean score was 68.667 with a standard deviation of 6.809. The subscales' scores are different, ranging from a minimum of 15 to a maximum of 75. For findings of the "user satisfaction" subscale, the mean of the score was 31.533 with a standard deviation of 4.431. This result shows that those students felt satisfied and had improved willingness toward gamification activities. The findings of the "using anxiety" subscale revealed that the mean score was 7.333 with a standard deviation of 2.234. It is obvious that students had lower levels of anxiety and felt comfort in the classroom environment. The mean score for the "desire to use" was 8.467 with a standard deviation of 2.556. This result implies that students were enthusiastic to integrate gamification activities into the lessons and connected to other subjects.

The findings with relation to the "user satisfaction" subscale of the attitude scale found that gamification activities improved learners' interest in lessons and the feeling of enthusiasm to attend lessons. The participants showed the important role of gamification activities in creating an enjoyable and enthusiastic classroom atmosphere among group members. For example, the statement "I can focus on lessons better when gamification activities are used" clearly reveals this relation between gamified lessons and willingness among students. Ninety percent of the participants stated that they attended the class enthusiastically and enjoyed the lessons.

Some statements, such as "Gamification activities make me feel like I'm playing a game" and "Gamification activities increase my interest in the topic", reflect learners' satisfaction and enjoyment of lessons with gamification activities. This is consistent with the high mean score of user satisfaction of 31.533 as shown in the table.

The findings relating to the "anxiety of usage" subscale of the attitude scale mentioned that gamification activities suggested a comfortable and peaceful learning environment. The participants showed the important role of gamification activities in reducing anxiety levels among group members. For example, the statement "I feel nervous while I have lessons with gamification activities" clearly describes this relationship between gamified lessons and students' lack of nervousness. Ninety percent of the participants stated that learners had a low level of anxiety, more specifically, they had no concerns about their learning process.

The lower scores on items such as "I'm bored with gamified lessons", "It makes it difficult for me to learn because it confuses me", "It isn't necessary to use gamified

lessons”, “Gamification activities don’t interest me”, and “Using the gamification activities causes a waste of time” suggest that this is in line with the relatively low score from "anxiety of usage" of 7.333 as indicated in the table.

The findings relating to the “desire to use" subscale of the attitude scale indicated that gamification activities increased students’ eagerness to engage with gamification activities during the lesson and other lessons. The students demonstrated the important role of the enhancement of gamification activities in the lessons. For example, the statement “I would like to use gamification activities in other lessons” in the scale clearly describes this relation between gamified lessons and interdisciplinary. Ninety percent of the participants stated that learners would like to participate in the activities throughout the lesson.

Positive statements to use the gamification method in the learning environment imply that learners are willing to engage in gamification activities, showing similarities to the mean score of desire to use with a score of 8.467 as indicated in the table.

The results from Table 21 and Table 22 show that learners had positive attitudes toward gamified lessons, and they had a reasonable level of motivation. The gamification activities integrated into the lessons had significantly positive impacts on learners’ attitudes and motivation. Students' engagement, enjoyment, and willingness to participate in the learning process can be used as evidence of the success of gamification. This evidence includes a sense of autonomy, competence, relatedness, user satisfaction, and desire to use.

The statistical effects of achievement tests, motivation and attitude scales on the lesson supported by eight weeks of gamified activities have been presented. The conclusion and discussion section provides an elaborative examination of the results.

4. DISCUSSION AND CONCLUSION

Introduction

This section provides detailed results based on the research questions, including their contributions to the literature and suggestions for future research.

In the study, lesson plans for the study's 8-week implementation period were prepared along with gamified activities to accompany them. These plans were employed for two hours each week using both digital and nondigital instruments. Quizzes were created, leaderboards were formed based on the results of these quizzes, and instant feedback was provided through Kahoot! One of the gamification components used in this study was the use of badges, which were designed using Canva. Slides were also prepared to explain grammatical concepts on Canva, providing visual support and keeping the students engaged. Mentimeter was utilized for increasing awareness prior to the units and fostering student collaboration. In addition, Padlet was used to create mind maps. As nondigital instruments, printed materials, blocks, puzzles, group work and role play were attached to gamification activities that were suitable for the targets of all units. Rewards, levels, stories, goals, rules, feedback, time, aesthetics, and challenges, the components of gamification, were employed in this study.

The study involved 30 participants learning English in a private language school, and the data were collected through the achievement tests developed by Oxford University Press and the Motivation and Attitude Scale developed by Ertan (2020). The data were based on descriptive statistical analyses, including measures such as the mean, standard deviation, frequency, repeated-measures ANOVA, and Bonferroni correction.

Discussion

The first research question aimed to determine whether the gamified lesson influenced learners' achievement. "Does gamified lesson influence learners' academic achievement?" The results showed that there was a significant increase in the posttest compared to the pretest; that is, learners' success was affected in a positive way. This finding shows similarities with many studies in the literature. Ferriz-Valero et al. (2020) reported that gamified implementation is beneficial for academic performance. The design of the rewards could become an important attribute for the effective application of gamified treatment. Other researchers claimed that students may get bored and do not want to attend the class. In the present study, gamification affects learners positively

based on achievement scores. This finding is in line with the study of Bernik et al., 2015, suggesting that there are significant differences between learners' test results and gamified courses. Abdelhamid, I. Y. et al. 2023 employed gamification in teaching Arabic grammar and showed enhancement of gamification on learners' academic achievement. Additionally, Kahoot! as a gamification instrument was found to be beneficial in teaching vocabulary. This finding corresponds with the results of the present study. Yıldırım (2017) described the positive effects of gamification on students' success.

The results from the achievement tests showed that vocabulary, reading, listening, and grammar structure were successively the most differentiated language skills. The measurements performed before, during, and after the 8-week period showed continuous improvement. Based on these results, gamified lessons effectively engage students and encourage active learning, which improves language proficiency. These findings are consistent with studies of Shortt et al. (2021) and Zhang & Hasim, (2023).

Students have acquired the skills to use grammar structures correctly as this enhances vocabulary and reading skills through both digital and nondigital activities. The structures explained in the lessons through Canva presentations alerted the visual intelligence of the learners and motivated them to use grammar structures correctly. Gamification promotes an engaging way of learning vocabulary that allows learners to go beyond traditional methods, such as repetition and memorization (Doğan, 2023). Consequently, vocabulary learning increases student engagement.

Everyday English was found to be the least differentiated language skill. Gamification of daily expressions had no significant effect on the improvement of this skill compared to others. There could be a few reasons for this finding. Only everyday English was evaluated in testing for students in the fifth grade. The number of students may not be sufficient to assess everyday English skills compared to other skills. The objectives of the activities that were implemented might not be appropriate to contribute to daily language.

In the second and third research questions, we aimed to determine whether the lesson supported with gamified activities had an effect on students' motivation and attitudes. The findings of student motivation showed that gamified lessons promoted a significant level of motivation among learners. The findings show similarities with previous studies asserting that gamification improves learning motivation and academic performance (Chen et al., 2020; KD Anisa et al., 2020). Gamification activities can increase

motivation and enhance intrinsic and extrinsic motivation through the use of reward structures. Therefore, gamification is a preferable approach to teach English at the secondary level. The study found that using game elements such as predetermined goals, rewards, and competitions provided by earlier studies (Manzano-Leon et al., 2021; Doan, 2023) can increase learners' engagement in the classroom. According to the study performed by KD Anisa et al., 2020 gamification promoted learners' motivation through a sense of competence, autonomy, and relatedness. KD Anisa et al., 2020 also explained that Kahoot! enhanced students' extrinsic motivation in contrast to the study of Ferriz-Valero et al., 2020 which indicated that intrinsic motivation was a significantly differentiated factor due to the gamified approach. Gamification had positive outcomes on learners' intrinsic and extrinsic motivation. This result is consistent with the study by Sun & Hsieh (2018). This implies that gamified lessons are enjoyable for learners. Comparably, the results of the study by Manzano-Leon et al. 2021 showed that gamification improved students' motivation and academic knowledge.

The study conducted by Ferriz-Valero et al. (2020), and Buckley and Doyle (2016) indicated that intrinsic motivation is significantly different thanks to gamification. The results show a general increase in students' knowledge after the gamified learning approach. This study included leaderboards and badges as a gamified learning approach, which is similar to the present study. This presents empirical evidence for the effectiveness of gamification in increasing motivation.

Positive results on the subscales of autonomy, competence, and relatedness showed that students enjoyed the gamified lessons and felt comfortable, satisfied, and related to their peers. This suggests that gamification activities can be used to create an encouraging and fun learning atmosphere, which helps students feel intrinsically motivated and enjoy their learning experience. In addition, cooperating with their friends motivates them to be more willing to learn and participate in activities. Özhan & Kocadere (2020) expressed that gamified learning had positive impacts on the sense of flow, engagement, and motivation. This outcome corresponds with the present study as well as several studies in the literature. Çakıroğlu et al. (2017) pointed out the effectiveness of reward and leaderboard systems on students' academic achievement. Including the leaderboard in the process enabled the formation of a controllable competitive environment. Points given for assignments distinguished active students

from other students. This competitive environment is in alignment with the present study.

Tsay et al. (2018) demonstrated that students' academic performance in the gamified intervention was higher than that in the non-gamified intervention. Gamification contributed to the student-centered learning system. According to Tsay et al., 2018 students' motivation is affected positively when learning activities are comprehensible and easy to understand. Bicen & Kocakoyun (2018) as well as other researchers like KD Anisa et al.2020 and Abdelhamid et al.2023 asserted that the use of Kahoot! is a beneficial instrument in the gamification approach. The outcomes of the study conducted by Iwamoto et al. (2017), as well as the results of other studies, including the current study, described the significant impacts on exam scores.

The scores on the attitude scale show that the attitude of the students toward the gamified lesson is positive. Concerning user satisfaction and desire to use, students' scores are high, which indicates that their attitudes toward gamified activities and gamification components are positive. Students' positive attitudes toward gamified lessons are further evidence of this teaching strategy's success. A high level of user satisfaction and desire to maintain the use of gamification activities shows how engaging and enjoyable the activities were for students during the duration of the 8-week period. These findings are in line with the research conducted by Wulantari et al. (2023), which indicated that gamification had a positive impact on students' attitudes and participation in educational environments.

On the attitude scale, the lower scores from the questions about the anxiety about usage indicate that the students learn in a comfortable environment by having fun and without any worries. It also shows that they are more willing to attend the lessons. This shows similarities with many studies in the literature (Öztürk & Korkmaz, 2019). Gamification can improve the duration of attention and diminish boredom by incorporating enjoyable tasks, by further encouraging learner engagement (Boucrika et al., 2021).

In conclusion, these findings offer compelling evidence for the efficiency of gamified lessons in promoting academic success, motivation, and positive learning attitudes. The results are consistent with earlier studies in the field and add to the increasing body of knowledge on gamification in education. The study shows that gamification can be an effective educational tool for language teachers, providing an

innovative method to engage and motivate students while improving their language proficiency.

Implications of the Study

The results of the study have several significant implications for language education both theoretically and empirically. The findings provide insight into the components that influence student achievement, motivation, and attitudes while emphasizing the expected advantages of integrating gamification elements into the lessons.

First, the study findings demonstrate the importance of gamification in language learning. This study reinforces the theory that gamification can be an effective method in teaching to enhance language learning outcomes by demonstrating an important improvement in learners' achievement, specifically in vocabulary, listening, grammar, and reading skills. Kahoot! proved to be less efficient in improving Everyday English. It is suggested that in order to use such digital tools more effectively, teachers should vary the activities focusing on different aspects of language knowledge. Teachers can make use of gamified language lessons to foster skill development and engagement.

The study's findings are clarified in light of the motivating aspects of gamified language learning. A desirable learning environment, learner autonomy, and active participation can be promoted through gamification, as observed by learners' high motivation results. This result shows that gamification has a successful connection to intrinsic and extrinsic motivation. Educators can adopt gamification in their lessons to motivate learners. Activities that create a competitive environment for all classes can be integrated more. As Çakıroğlu et al. (2017) mentioned, a controlled competitive environment increases both the success and motivation of students.

The students' positive attitudes toward gamification activities also emphasize that it is crucial for instructors to consider learners' preferences and interests. Before the application, instructors can show the activities related to the vocabulary, grammar and reading sections to the students to obtain their ideas.

In addition, more digital instruments can be used for different skills. Students with higher points are rewarded based on the story element. Nevertheless, more story-related activities can be performed, and students can add their own comments.

The results indicate that gamification can provide a positive learning environment, decreasing students' anxiety and supporting their desire to participate in gamification activities.

In conclusion, the implications of the study emphasize the impact of gamification on improving students' achievement, motivation, and attitudes toward language learning. Based on the findings, teachers and curriculum developers can consider adding gamification components into language learning environments. This can be accomplished by creating dynamic, game-like activities that support the learning objectives and offer chances for active participation.

Limitations of the Study

While this study contributes valuable insights into the impact of gamification on learners' achievement, motivation, and attitudes in language learning, it is important to recognize its limitations. Understanding these limitations provides accurate results for further research.

Initially, the study participants (n=30) enrolled in a private language school made up the study's small sample size. Additionally, it was restricted to the province where it was conducted. It can be replicated in other schools and cities. The current results cannot be generalized to a larger population.

Second, the research depended on a single group of learners, and there was no control group for comparison. Although the findings of the study were inspiring, it is difficult to ascertain whether gamification is the only cause of these effects.

Finally, this study relied on the incorporation of both digital and nondigital instruments into lessons. While this method offered insightful data, it did not examine additional factors such as individual differences in learning styles and sociocultural backgrounds.

Suggestions for Further Research

This study was conducted with a small sample size; future research can include a broader sample of learners from different educational settings. The study did not employ a control group. Future studies can assess the effect of gamification on language learning comparatively. This study contributes to the literature by focusing on students' grades and aiming at how their achievement, motivation, and attitudes changed in both digital and nondigital environments. Future research can take these factors into account to gain a better understanding of the effects of gamification.

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APPENDICES

Appendix A: Çağ University Ethic Committee Approval

T.C
ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU

ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	Hande Kalli
ÖĞRENCİ NO	2022008021
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez Dönemi
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2022/2023 - BAHAR DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Oyunlaştırılmış dersin öğrencilerin başarısına, motivasyonuna ve tutumlarına etkisi
TEZİN AMACI	Describing the effects of gamification on learners' motivation, success and attitudes in digital and non-digital learning environments/ Oyunlaştırılmış dersin öğrenenlerin başarısına, motivasyonuna, ve tutumlarına etkisinin tanımlanması.
TEZİN TÜRKÇE ÖZETİ	Bu çalışmanın amacı, ödüller, rozetler ve liderlik tablosu gibi oyunlaştırma bileşenlerinin ikinci dil öğrenenlerin akademik performansı, motivasyonu ve tutumları üzerinde bir fark yaratıp yaratmadığını belirlemektir. Çalışma Bahar Döneminde 8 haftalık periyotta uygulanacaktır. Oyunlaştırmanın tutum ve motivasyon üzerindeki etkilerinin incelendiği Ertan,2016 tarafından geliştirilen "Motivasyon ve Tutum Ölçekleri" katılımcılara uygulanacaktır. Ayrıca oyunlaştırma dersi uygulanmadan önce öğrenenlerin başarılarını değerlendirmek için ön test yapılacak ve 4 haftalık oyunlaştırılmış ders sonrasında ara test uygulanacaktır. Son olarak 8 haftalık oyunlaştırılmış ders sonunda amaçlı öğrenme tekniğiyle seçilen katılımcılara son test uygulanacaktır. Veriler SPSS (Statistical Package) kullanılarak tanımlayıcı istatistiklerle analiz edilecektir.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Özel Kalli Kişisel Gelişim Kursu

İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Özel Kalli Kişisel Gelişim Kursu- Milli Eğitim Müdürlüğü- Niğde-Merkez
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Niğde Merkez/Milli Eğitim Müdürlüğü/Özel Öğretim/Oyunlaştırma/5,6,ve7.sınıf öğrencilerine/oyunlaştırılmış ders planı ve ölçekler
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	Motivasyon ve Tutum Ölçeği
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, ... V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) (1) Sayfa Motivasyon Ölçeği 2) (1) Sayfa Tutum Ölçeği 3) (1) Sayfa Gönüllük Beyan Formu

ÖĞRENCİNİN ADI - SOYADI: Hande Kalli	**ÖĞRENCİNİN İMZASI:** Enstitü müdürlüğünde evrak aslı ıslak imzalıdır. **TARİH: 23 / 01 / 2023**

TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.
2. Anılan konu Eğitim **faaliyet alanı içerisine girmektedir.**

1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	ANA BİLİM DALI BAŞKANININ ONAYI	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI
Adı - Soyadı: Jülide İnözü	Adı - Soyadı:	Adı - Soyadı: Şehnaz Şahinkarakaş	Adı - Soyadı: Murat Koç
Unvanı: Prof. Dr.	Unvanı:	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.
Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	İmzası: ..... / .... / 20....	İmzası Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	İmzası Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.

ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER						
Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Şirvan Kalsın	Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Mustafa Tevfik ODMAN	Adı - Soyadı: Hüseyin Mahir FİSUNOĞLU	Adı - Soyadı: Jülide İNÖZÜ
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.
Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi

OY BİRLİĞİ İLE	X	Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, ... / ..... / 20..... - ..... / ..... / 20..... tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.
OY ÇOKLUĞU İLE		

AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.

Appendix B: Informed Consent Form of the Study

Tarih: 23/01/2023

ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
ETİK KURULU

BİLGİLENDİRİLMİŞ ONAM FORMU

Bu formun amacı araştırma ile ilgili olarak sizi bilgilendirmek ve katılmanız ile ilgili izin almaktır.

Bu kapsamda " The Effects of Gamification on Learners' Motivation, Success and Attitudes in Digital and Non-Digital Learning Environments "başlıklı araştırma " Hande Kalli " tarafından **gönüllü katılımcılarla** yürütülmektedir. Araştırma sırasında sizden alınacak bilgiler gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru ve görüşleriniz için aşağıda iletişim bilgisi bulunan araştırmacıyla görüşebilirsiniz. Bu araştırmaya **katılmama** hakkınız bulunmaktadır. Aynı zamanda çalışmaya katıldıktan sonra çalışmadan **çıkabilirsiniz.** Bu formu onaylamanız**, araştırmaya katılım için onam verdiğiniz** anlamına gelecektir.

Araştırmayla İlgili Bilgiler:

Araştırmanın Amacı: Oyunlaştırılmış dersin öğrencilerin motivasyonuna, tutumlarına ve başarısına etkilerinin neler olduğunu anlamak

Araştırmanın Nedeni: Öğrencilerin geleneksel metodlarla yaptığı derslerdeki motivasyonlarının, başarılarının oyunlaştırılmış bir dersle nasıl değişeceğini tanımlamak.

Araştırmanın Yürütüleceği Yer: Özel Kalli Kişisel Gelişim Kursu/Niğde, Merkez

Çalışmaya Katılım Onayı:

Araştırmanın amacını, nedenini, yürütüleceği yer ile ilgili bilgileri okudum ve gönüllü olarak üzerime düşen sorumlulukları anladım. Araştırma ile ilgili ayrıntılı açıklamalar yazılı ve sözlü olarak tarafıma sunuldu. Bu araştırma ile ilgili faydalar ve riskler ile ilgili bilgilendirildim.

Bu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Katılımcının (Islak imzası ile***)

Adı-Soyadı:

İmzası***:

Araştırmacının

Adı-Soyadı: Hande Kalli

e-posta:

İmzası:

Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.

***Online yapılacak uygulamalarda, ıslak imza yerine, bilgilendirilmiş onam formunun anketin ilk sayfasındaki en üst bölümüne yerleştirilerek katılımcıların kabul ediyorum onay kutusunu işaretlemesinin istenilmesi gerekmektedir.

Appendix C: Parent Consent Form

Sayın Veli;

Çocuğunuzun katılacağı bu çalışma, "Oyunlaştırılmış dersin öğrencilerin motivasyonuna, başarısına ve tutumlarına etkisi " adıyla, 06.02.2023 – 06.04.2023 tarihleri arasında yapılacak bir araştırma uygulamasıdır.

Araştırmanın Hedefi: Oyunlaştırılmış dersin öğrencilerin motivasyonuna, tutumlarına ve başarısına etkilerinin neler olduğunu anlamak

Araştırma Uygulaması: Anket / Görüşme / Gözlem şeklindedir.

Araştırma T.C. Milli Eğitim Bakanlığı'nın ve okul yönetiminin de izni ile gerçekleşmektedir. Araştırma uygulamasına katılım tamamıyla gönüllülük esasına dayalı olmaktadır. Çocuğunuz çalışmaya katılıp katılmamakta özgürdür. Araştırma çocuğunuz için herhangi bir istenmeyen etki ya da risk taşımamaktadır. Çocuğunuzun katılımı **tamamen sizin isteğinize bağlıdır**, reddedebilir ya da herhangi bir aşamasında ayrılabilirsiniz. Araştırmaya katılmamama veya araştırmadan ayrılma durumunda öğrencilerin akademik başarıları, okul ve öğretmenleriyle olan ilişkileri etkilemeyecektir.

Çalışmada öğrencilerden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir.

Uygulamalar, genel olarak kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden çocuğunuz kendisini rahatsız hissederse cevaplama işini yarıda bırakıp çıkmakta özgürdür. Bu durumda rahatsızlığın giderilmesi için gereken yardım sağlanacaktır. Çocuğunuz çalışmaya katıldıktan sonra istediği an vazgeçebilir. Böyle bir durumda veri toplama aracını uygulayan kişiye, çalışmayı tamamlamayacağını söylemesi yeterli olacaktır. Anket çalışmasına katılmamak ya da katıldıktan sonra vazgeçmek çocuğunuza hiçbir sorumluluk getirmeyecektir.

Onay vermeden önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Çalışma bittikten sonra bizlere telefon veya e-posta ile ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz. Saygılarımızla,

Araştırmacı : Hande Kalli

İletişim bilgileri :

Velisi bulunduğum ..... sınıfı ..... numaralı öğrencisi ..... ……..'in yukarıda açıklanan araştırmaya katılmasına izin veriyorum.
(Lütfen formu imzaladıktan sonra çocuğunuzla okula geri gönderiniz*).

…./…../……

İsim-Soy isim İmza:

Veli Adı-Soyadı :

Telefon Numarası:

Appendix D: Student Consent Form

Sayın Katılımcımız

Katılacağınız bu çalışma, "Oyunlaştırılmış dersin öğrencilerin motivasyonuna, başarısına ve tutumlarına etkisi " adıyla, Hande Kalli tarafından 06.02.2023-06.04.2023 tarihleri arasında yapılacak bir araştırma uygulamasıdır.

Araştırmanın Hedefi: Oyunlaştırılmış dersin öğrencilerin motivasyonuna, tutumlarına ve başarısına etkilerinin neler olduğunu anlamak

Araştırmanın Nedeni: O Bilimsel araştırma O Tez çalışması

Araştırmanın Yapılacağı Yer(ler): Özel Kalli Kişisel Gelişim Kursu

Araştırma Uygulaması: O Anket O Görüşme

O Gözlem O Ders uygulaması

Araştırma T.C. Milli Eğitim Bakanlığı'nın ve okul/kurum yönetiminin izni ile gerçekleşmektedir. Araştırma uygulamasına katılım tamamıyla gönüllülük esasına dayalı olmaktadır. Çalışmada sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Veriler sadece araştırmada kullanılacak ve üçüncü kişilerle paylaşılmayacaktır.

Uygulamalar, kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden rahatsız hissederseniz cevaplama işini yarıda bırakabilirsiniz.

Katılımı onaylamadan önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Çalışma bittikten sonra bizlere telefon veya e-posta ile ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz. Saygılarımızla,

Araştırmacı : Hande Kalli

İletişim Bilgileri :

Yukarıda bilgileri bulunan araştırmaya katılmayı kabul ediyorum.

…./…../……

İsim-Soyisim İmza:

Katılımcı Adı-Soyadı :

Telefon Numarası:

Appendix E: Motivation Scale

Ertan,2020

Lütfen sizin fikrinizi en iyi yansıtan cevabı yuvarlak içine alın.

1= Hiç katılmıyorum 2=Katılmıyorum 3=Ne katılıyorum ne de katılmıyorum

4=Katılıyorum 5= Tamamen katılıyorum

1. Oyunlaştırma yöntemi ile konuyu daha kontrollü öğrendiğimi hissettim.	1	2	3	4	5
2. Derste oyunlaştırma yöntemini kullanmak ilgimi çekti.	1	2	3	4	5
3. Oyunlaştırılarak işlenen derste kendimi rahat hissettim.	1	2	3	4	5
4. Oyunlaştırılarak işlenen ders benim öğrenme şeklime uygundu.	1	2	3	4	5
5.Oyunlaştırma yöntemi ile işlenen derste çok eğlendim.	1	2	3	4	5
6.Oyunlaştırılarak işlenen derste bana verilen görevleri kolaylıkla tamamladım.	1	2	3	4	5
7.Oyunlaştırılarak işlenen derste öğretmenden aldığım geribildirimleri ve yorumları kolay bir şekilde anlayabildim.	1	2	3	4	5
8.Oyunlaştırılarak işlenen dersle ilgili ihtiyacım olan kaynaklara/içeriklere kolay bir şekilde ulaşabildim.	1	2	3	4	5
9.Arkadaşlarımla ders hakkında pek çok şey paylaşabildim.	1	2	3	4	5
10.Arkadaşlarım benimle ders hakkında pek çok şeyi paylaştı.	1	2	3	4	5
11.Oyunlaştırılarak işlenen derste sevip sevmediğim şeyleri rahat bir şekilde arkadaşlarıma anlatabildim.	1	2	3	4	5
12.Oyunlaştırılarak işlenen dersin içeriğini sınıf arkadaşlarımla rahat bir şekilde tartışabildim.	1	2	3	4	5

Appendix F: Attitude Scale

Ertan,2020

Lütfen sizin fikrinizi en iyi yansıtan cevabı yuvarlak içine alın.

1= Hiç katılmıyorum 2=Katılmıyorum 3=Ne katılıyorum ne de katılmıyorum 4=Katılıyorum 5= Tamamen katılıyorum

1.Oyunlaştırma yöntemi ile işlenen derslerden keyif alırım.	1	2	3	4	5
2.Oyunlaştırma etkinlikleri kullanıldığında dikkatimi derse daha iyi verebilirim.	1	2	3	4	5
3.Oyunlaştırma uygulamaları sayesinde derse daha çok çalışırım.	1	2	3	4	5
4.Oyunlaştırma yöntemi kullanıldığında derse daha istekli gelirim.	1	2	3	4	5
5.Oyunlaştırma etkinlikleri oyun oynuyormuşum hissi verir.	1	2	3	4	5
6.Oyunlaştırma uygulamaları konuya merakımı artırır.	1	2	3	4	5
7.Oyunlaştırma uygulamaları sayesinde ders çalışmaktan keyif alırım.	1	2	3	4	5
8.Oyunlaştırma yöntemi ile ders işlerken sıkılırım.	1	2	3	4	5
9.Ders içerisinde oyunlaştırma etkinliklerini yaparken kendimi tedirgin hissederim.	1	2	3	4	5
10.Oyunlaştırma yönteminde yapılan etkinlikler kafamı karıştırdığı için öğrenmemi zorlaştırır.	1	2	3	4	5
11.Derslerde oyunlaştırma yönteminin kullanılmasına hiç gerek yoktur.	1	2	3	4	5
12.Oyunlaştırma uygulamaları ilgimi çekmez.	1	2	3	4	5
13.Derslerde oyunlaştırma yöntemini kullanmak zaman kaybına neden olur.	1	2	3	4	5
14.Dersin tümünde oyunlaştırma uygulamalarının yer almasını isterim.	1	2	3	4	5
15.Diğer derslerde de oyunlaştırma uygulamalarının yer almasını isterim.	1	2	3	4	5

Appendix G: Topics, Learning Assignments and Outcomes for Fifth, Sixth, And Seventh Grades

Table 1 *Topics, learning assignments and outcomes for fifth grades*

Unit	Topics	Learning assignments	Outcomes
5			
	Adjectives	Listen and say the adjectives and find the adjectives hidden in the classroom then match the antonyms	Learning the opposite adjectives
	Present Simple Tense	The slide prepared through "Canva" explains the subject to the students and answer the questions about adjectives and comparative sentences in the slide	Learning how to compare two things
	Quiz	Answer questions that will measure target grammar and vocabulary knowledge (Kahoot!)	Answering the questions correctly and in the shortest time Making sentences using comparative forms of adjectives
	Classroom activity	Separate the clothes according to the features they want (thinner, thicker, etc.)	Learning the clothes and qualities of them
	Cooperation	Categorize the things according to the headings like heavy, light; soft, hard and write sentences comparing the objects here.	Writing sentences by comparing two things
	Homework	Complete this unit on Everybody Up Workbook	Doing exercises about comparing sentences
6	**Home chores**	Listen and say the names of chores. Write the names of the chores on the provided pictures within a given time.	Learning about home chores
	Daily routines	Emma and Mike do some chores at home. Put the pictures in correct order while listening within a given time.	Listening to daily routines
	Present Simple Tense	The slide prepared through "Canva" explains the subject to the students and answers the questions about daily routines and chores in the slide.	Learning how to make sentences with "Present simple tense" and frequency adverbs Using "Present Simple Tense" in positive sentences and questions
	Quiz	Answer questions that will measure target grammar and vocabulary knowledge. (Kahoot!)	Answering the questions correctly and in the shortest time

Classroom activity	Choose one of the household chores with a sticker using a dart, fulfil that task. There are a few bags for “taking out the garbage task”, a table with utensils for "setting the table task", and plants for "watering the plants task”. Perform these tasks within a given time.	Managing their time Performing daily chores Conducting the instructions
Farm chores	Listen and say the words about farm chores. Match the people you listen to according to both their names and their responsibilities using the farm chore cards provided and assist your friends.	Learning what farm chores are Assisting their friends
Cooperation	Prepare chore charts with your friends.	Being cooperated friendly
Homework	Complete this unit on Everybody Up Workbook	Taking responsibility
7 Places to Go	Listen and say the names of the places. Find the names of the places in the pictures.	Learning about places to go Listening carefully and conducting instructions
Past tense of “be”	The slide prepared through “Canva” explains the subject to the students and answer the questions about past tense of “be” and “weather” to learn about target grammar and vocabulary.	Learning the usage of “was/ were” in sentences Making correct sentences with “past tense of be”
Classroom activity	Put in order the given pictures according to what they have heard.	Working with pairs and in groups Carrying out the instructions
Quiz	Answer questions that will measure target grammar and vocabulary knowledge (Kahoot!)	Answering the questions correctly and in the shortest time
Cooperation	Prepare weather charts with your friends	Working in groups friendly
Homework	Complete this unit on Everybody Up Workbook	Taking responsibility
8 School Supplies	Think about school supplies and write five of them to the place in the given link in “Mentimeter”	Learning the names of school supplies Cooperating with friends by providing the “Mentimeter“ link
Classroom activity	Find the unscramble words about school supplies, write the words correctly and find the objects hidden in the class	Learning the target vocabulary about school supplies Carrying out instructions

Some / Any	The slide prepared through "Canva" explains the subject to the students and answers the questions about "some/any" to learn about target grammar and vocabulary.	Learning the usage of "some/any" in sentences Making sentences with "some/any" and "was/were"
Quiz	Answer questions that will measure target grammar and vocabulary knowledge (Kahoot!)	Answering the questions correctly and in the shortest time
		Making sentences using "some/any"
Cooperation	Prepare a poster about environment with your friends	Working in groups friendly
Homework	Complete this unit on Everybody Up Workbook	Taking responsibility
8. Technology	Match their names with pictures of technological devices	Learning the names of technological devices
Classroom activity	Answer the questions in a video that they will watch	
Quiz	Answer questions that will measure target grammar and vocabulary knowledge (Kahoot!)	Answering the questions correctly and in the shortest time
Classroom activity	Fill in the timeline with words given in the Padlet link	Making sentences using "was/wasn't-were/weren't Comparing the present and the past about technology.
Cooperation	Make a brochure for present and past technology using "TV, Phone, Camera, Computer"	Working in groups friendly

Table 2 *Topics, learning assignments and outcomes for sixth grades*

Unit	Topics	Learning assignments	Outcomes
5	**Food**	Read the story and look at the picture in the book. Think about things there. Write sentences with "there is/there are	Learning about "there is/there are"
	Some /Any	The slide prepared through "Canva" explains the subject to the students and answer the questions about quantifiers and sentences in the slide	Learning countable/ uncountable nouns
	Quiz	Answer questions that will measure target grammar and vocabulary knowledge (Kahoot!)	Answering the questions correctly and in the shortest time Making sentences using some/any and countable/uncountable nouns
	Classroom activity	They have shopping lists, but they have clues about food and drinks, not names. Read clue cards, find correct food and drink and put them in shopping baskets.	Learning food and drink.
	Cooperation	Write sentences defining Zog's birthday party using these adjectives (delicious, horrible, funny, unusual, and huge).	Writing a description of a birthday party
	Homework	Complete this unit on World Quest Workbook	Doing exercises about countable/uncountable nouns
	6 Houses	Read the story. Label the rooms of the house within a given time	Learning about rooms of the house
	Classroom activity	Draw the items in the room correctly and quickly, according to what they have listened to on the given papers	Learning about the things at home.
	How much/How many/A few/ a little/ Some/any	The slide prepared through "Canva" explains the subject to the students and answers the questions about "How much/how many" "a few/ a little" in the slide.	Learning the usage of "how much/how many" "a few/ a little"
	Quiz	Answer questions that will measure target grammar and vocabulary knowledge. (Kahoot!)	Using "How much/how many" in questions and "a few/ a little" in sentences Answering the questions correctly and in the shortest time
	Classroom activity	Pull out Jenga blocks and correctly say the sentences written on them in imperative form	Managing their time Using "imperative sentences" and object pronouns.

	Cooperation	Read the text and write about their dream houses	Being cooperated friendly
	Homework	Complete this unit on World Quest Workbook	Taking responsibility
7	**Sport**	Read the story about sport and choose true/false for the sentences. Match the pictures about sports	Learning about sports Managing the time
	Present Continuous	The slide prepared through "Canva" explains the subject to the "present continuous" to learn about target grammar and vocabulary.	Learning the usage of "Present Continuous" Making correct sentences with "present continuous"
	Classroom activity	Mime the actions about "Present Continuous" sentences and guess.	Working with pairs and in groups Carrying out the instructions
	Quiz	Answer questions that will measure target grammar and vocabulary knowledge (Kahoot!)	Answering the questions correctly and in the shortest time
	Cooperation	Find the words on puzzle pages and find the secret word	Working in groups friendly
	Homework	Complete this unit on World Quest Workbook	Taking responsibility
8	**Transport**	Think about transport and write five of them to the place in the given link in "Mentimeter"	Learning the names of transport Cooperating with friends by providing the "Mentimeter" link
	Classroom activity	Match the pictures about transport first and fastest	Learning the target vocabulary about transport Carrying out instructions
	Must / Mustn't	The slide prepared through "Canva" explains the subject to the students and answer the questions about "must/ mustn't" to learn about target grammar and vocabulary.	Learning the usage of "must/ mustn't" in sentences
	Quiz	Answer questions that will measure target grammar and vocabulary knowledge (Kahoot!)	Answering the questions correctly and in the shortest time
	Cooperation	Fill in the chart by listening about transport	Working in groups friendly
	Homework	Complete this unit on World Quest Workbook	Taking responsibility

Table 3 *Topics, learning assignments and outcomes for seventh grades*

Unit	Topics	Learning assignments	Outcomes
5	**Activities**	Listen to the activities and learn what they are. Choose the activities they do before going to bed from the prepared bag and put a tick for what they have done.	Learning activities
	Present Simple Tense	The slide prepared through "Canva" explains the subject to the students and answer the questions about "frequency adverbs" and sentences in the slide	Learning frequency adverbs and making positive, negative sentences and questions
	Quiz	Answer questions that will measure target grammar and vocabulary knowledge (Kahoot!)	Answering the questions correctly and in the shortest time Making sentences using "Present Simple Tense" and adverb
	Classroom activity	The stickers on which adverbs and appropriate verbs are written in advance placed on the Velcro dart are targeted, and whichever action comes up, that action is taken and the checklist is ticked within a given time.	Managing the time Learning adverbs
	Cooperation	Read the text about "Your Health" and answer the questions. Make a health poster	Being cooperated friendly
	Homework	Complete this unit on Everybody Workbook	Doing exercises about frequency adverbs, adverbs of manner, and Present Simple Tense
6	**Quantities**	Make clay using specified amount with given supplies	Learning about quantities
	Classroom activity	Prepare to make a model of Parthenon and check the materials for making a checklist	Learning about new words about supplies of making clay
	Present Simple Tense	The slide prepared through "Canva" explains the subject to the students and answer the questions about "frequency adverbs" and sentences in the slide	Learning frequency adverbs and making positive, negative sentences and questions
	Quiz	Answer questions that will measure target grammar and vocabulary knowledge (Kahoot!)	Answering the questions correctly and in the shortest time Making sentences using "Present Simple Tense" and adverb

Classroom activity	The stickers on which adverbs and appropriate verbs are written in advance placed on the Velcro dart are targeted, and whichever action comes up, that action is taken and the checklist is ticked within a given time.	Managing the time Learning adverbs
Cooperation	Read the text about "Your Health" and answer the questions. Make a health poster	Being cooperated friendly
Homework	Complete this unit on Everybody Workbook	Doing exercises about frequency adverbs, adverbs of manner, and Present Simple Tense
7 Countries	Listen and say the countries. Listen to the things to symbolize these countries and match them with countries	Managing the time Learning about countries
Have ..... ever been to	The slide prepared through "Canva" explains the subject to the "Have ..... ever been to" to learn about target grammar and vocabulary.	Learning the usage of "Have..... ever been to" Learning words about experiences
Classroom activity	Match the words with pictures about experiences and fill the chart by listening	Working with pairs and in groups Carrying out the instructions
Quiz	Answer questions that will measure target grammar and vocabulary knowledge (Kahoot!)	Answering the questions correctly and in the shortest time
Cooperation	Listen to the song "Let's go skateboarding" and fill in some blanks while listening	Working in groups friendly
Homework	Complete this unit on Everybody Up Workbook	Taking responsibility
8 Computers	Think about computers and words related to "computers" and write five of them to the place in the given link in "Mentimeter"	Learning the names of using computers Cooperating with friends by providing the "Mentimeter" link
Classroom activity	Finish the actions to be done on the computers first and fastest. (upload the photos, share the photos, download the music, play the music, write the post, and send the post from existing social media accounts or a newly opened account)	Learning about words about using computers Carrying out instructions
Present Perfect Tense	The slide prepared through "Canva" explains the subject to the students and answer the questions about "Present Perfect Tense" to learn about target grammar and vocabulary.	Learning the usage of "Present Perfect Tense" in sentences and "just, already, and yet"
Quiz	Answer questions that will measure target grammar and vocabulary knowledge (Kahoot!)	Answering the questions correctly and in the shortest time
Cooperation	Listen to the song "Are you almost done" and fill some blanks while listening. Read the text about "Energy" and match the words in the pictures	Working in groups friendly Being cooperated friendly
Homework	Complete this unit on Everybody Up Workbook	Taking responsibility

Appendix H: Level Charts, Badges, Leaderboard, and Story for All Grades

Rules: There are rules for the activities how they are achieved. For example, in the seventh grade activity, students need to collect the most ticks. The rules define how the ticks are collected.

Goals: There are goals or objectives for each activity. They are necessary for the students to succeed the sixth grade activity, students need to find correct food by looking at clues about food and the goal is the first to find using clues about it.

Challenge: Students' engagement can be increased by challenge in classroom environment. Students can use critical-thinking and problem-solving abilities to accomplish the tasks.

Points: Students completed the tasks individually and as a team in the classroom and collected the points of each task. It was possible to follow how many points and how long they needed to complete the tasks in the task cards. A digital worksheet made by the researcher using Microsoft Excel spreadsheet program was used to track each student's progress from the points earned.

Reward: The winning teams received medals and cups once all the levels have been completed.

Aesthetic: Pictures, flashcards, and materials with visuals in the activities refer to the components of the aesthetic.

Feedback: Feedback can be instant, clear, and simple. Providing feedbacks help students improve their performance by correcting their answers immediately.

Time: There is a limited time for the activities in order to create a competitive environment and increase students' engagement.

In the study, creating a compelling gamified language learning environment digital tools and instruments were employed. The use of digital instruments such as Kahoot!, Canva, Padlet, and Worwall promoted the incorporation of game components instant feedback, and cooperative activities improving learners' motivation and contribution.

Level: Levels are represented by the units. The participants in the course were successful in passing the levels. As they advance through the stages, they acquire badges and awards that boost their intrinsic motivation. The three students who get the most points once at all the levels will also receive medals.

Table 4 *Level Charts for 5th,6th, and 7th graders for each unit*

Level	Points	Acquisition
Level 4	150-200	Badge, watching their favourite movie
Level 3	100-150	Badge, listening to their favourite song
Level 2	50-100	Spinning the fun wheel
Level 1	0-50	Choosing their teams

Badges: The badges that are being utilized in this study were awarded to the students at the end of each unit, that is, in accordance with the points they receive at the end of each level. The values of the units are considered while designing badges A badge was awarded to each team that earned the most points after completing assignments. Each badge represents each unit as a level.

Figure 1 *Badges for each level*

5th Grades Level 1 Nice Badge

5th Grades Level 2 Friendly Badge

5th Grade Level 3 Be on time Badge

5th Grades Level 4 Helpful Badge

6th Grades Level 1 Tracker Badge

6th Grades Level 2 Secret Badge

6th Grades Level 3 Sportive Badge

6th Grades Level 4 Creative Badge

7th Grades Level 1 Responsible Badge

7th Grades Level 2 Prepared Badge

7th Grades Level 3 Friendly Badge

7th Grades Level 4 Fair Badge

Leaderboard: Students are placed on the leaderboard depending on their grade level according to the scores they got from the quiz. The lists of the top three students have been updated according to the weekly topics. Students were able to view their scores since Kahoot! activities were used in the classroom.

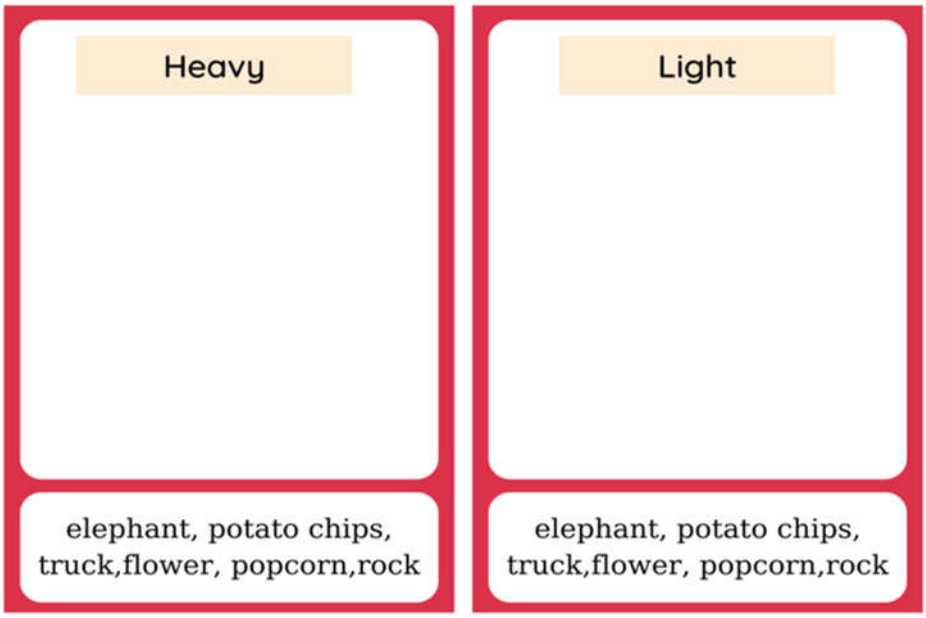
Figure 2 *Leaderboard for Kahoot!*

Story: Each unit can be thought of as a planet and the children as astronauts starting their journey from Mars. Students who successfully complete the unit can reach to the next planet. Those who can reach the last planet were able to return to Earth. Gift boxes with different gifts were chosen for those who can return to the world.

Figure 3 *The story for all levels*

Appendix I: Materials for the Activities

Figure 5 The *materials for sixth grades in the first level*



Hard	Soft
pencil, sweater, peach, yogurt,plate,fork	pencil, sweater, peach, yogurt,plate,fork

It is food. It's a kind of meat. It's uncountable.

They are orange. They are fruits. They are countable. We can make juice from them.

They are food for breakfast. We can boil or make an omelette.

It's one of the drinks. We can make a cake with it. It's uncountable.

We mix eggs, milk and sugar for this food. It's delicious. It can be with chocolate, fruits and nuts.

It tastes sweet. We can make a cake mixing it, eggs and milk. It's uncountable.

They are fruit. We can make juice and pie from them. They can be green,red, and yellow.

It's a kind of meat. It's healthy. It can be eaten with salad and chips.

It tastes sweet. We can make a cake with that. It can be white, or dark.

It's one of the drinks. Its name comes from one of the fruit called as an orange.

We can slice it. It includes flour, salt. We can eat with all meals. It's uncountable.

It's uncountable. It's white. Japanese people like it and use it for every meals.

Figure 6 *The materials for the seventh grades in the first level*

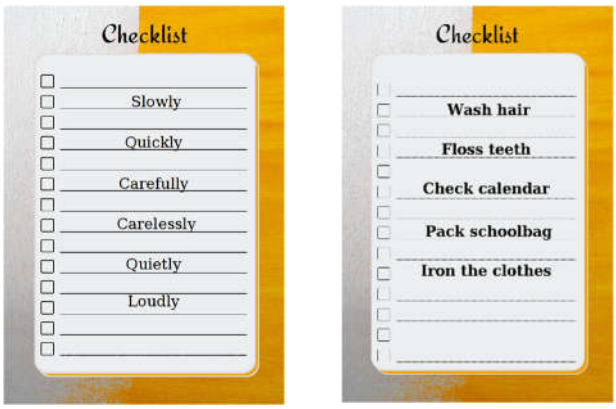


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Figure 7 *The materials for the sixth grades in the second level*

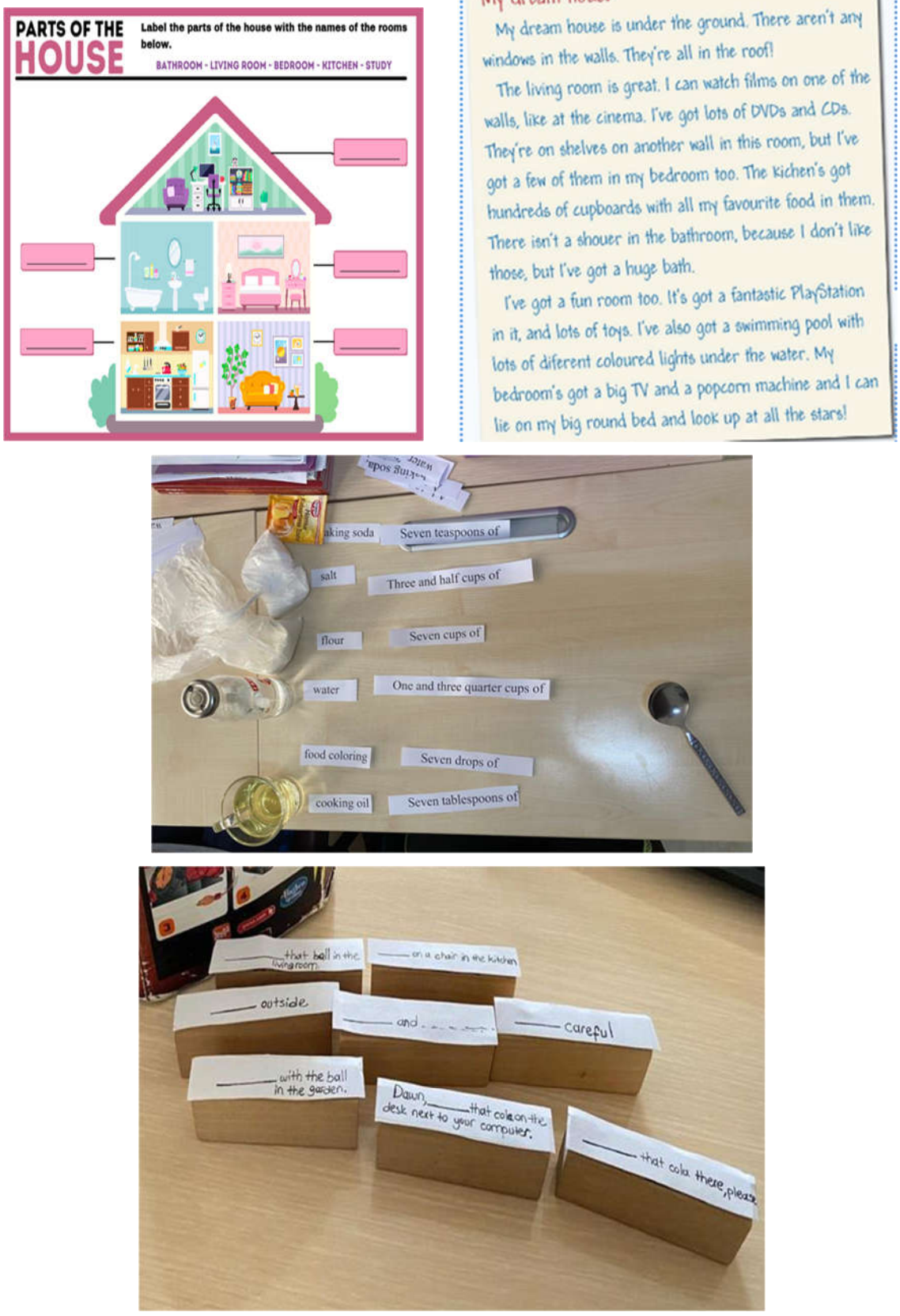
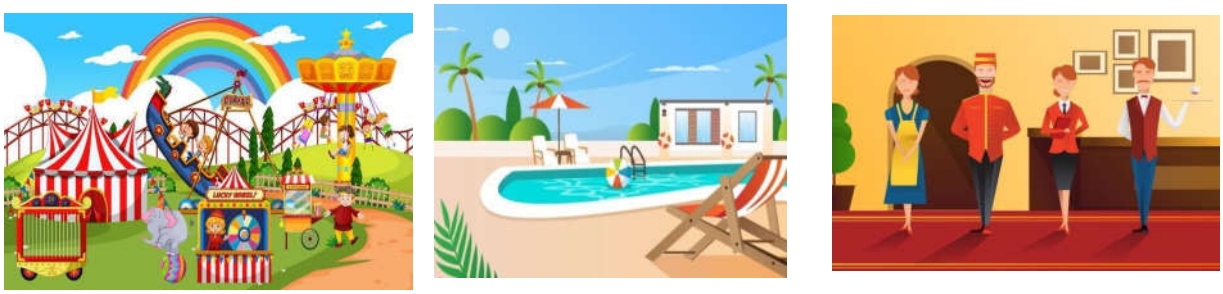
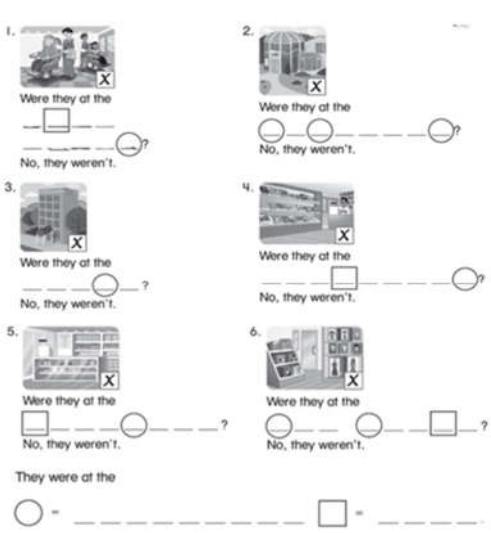


Figure 8 *The materials for the seventh grades in the second level*

Figure 9 *The materials for the fifth grades in the third level*





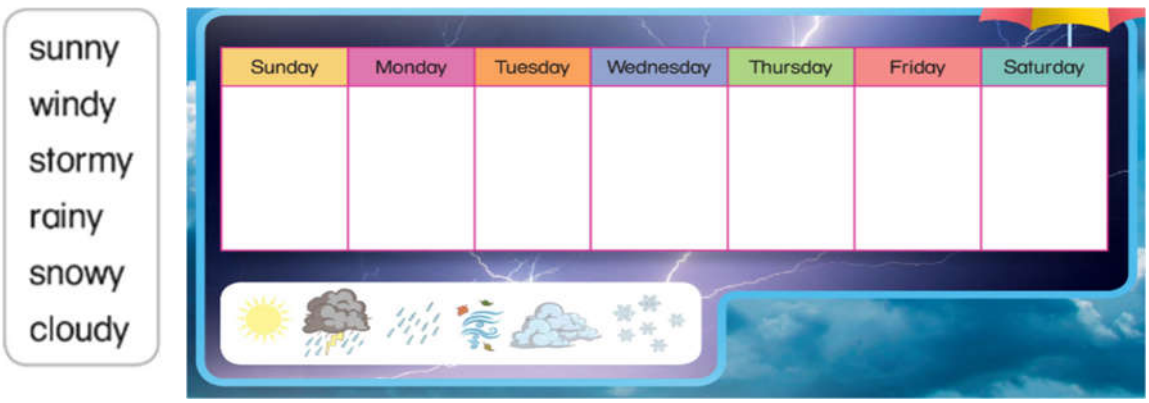
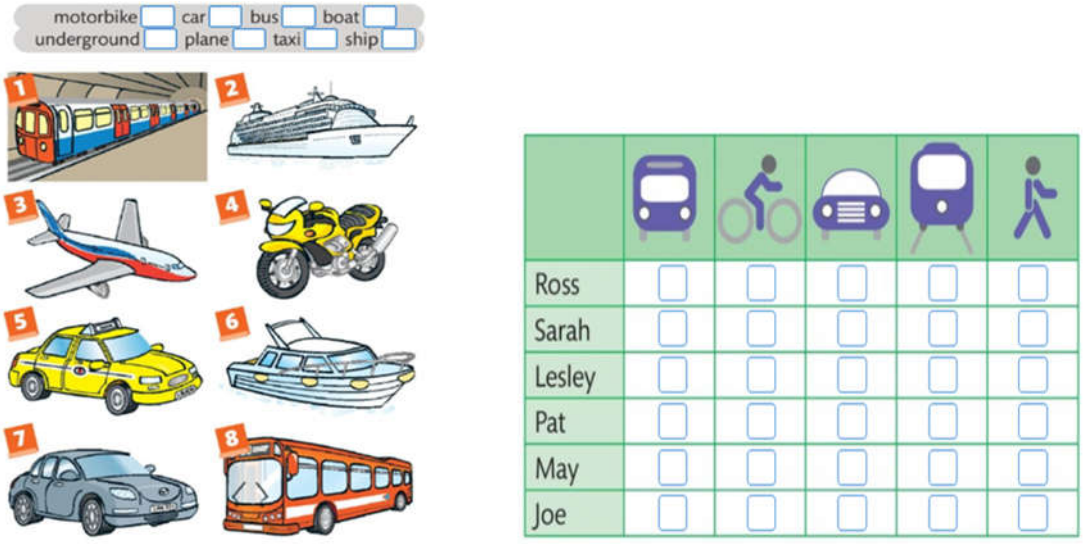


Figure 10 *The materials for the sixth grades in the third level*



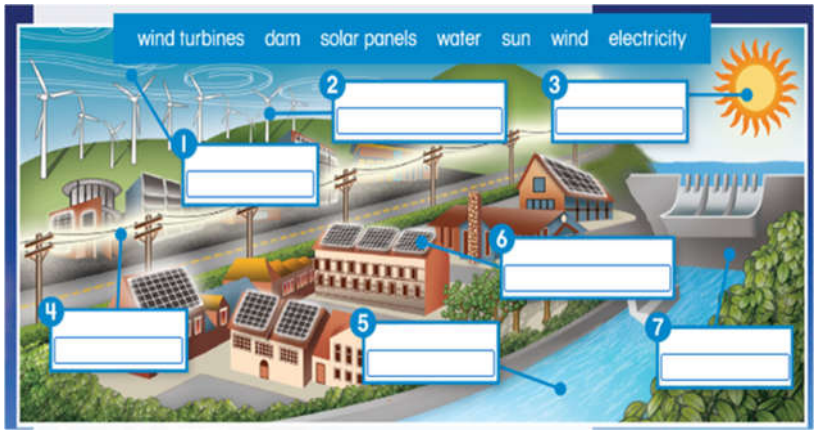
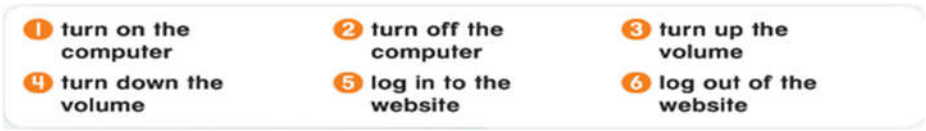


Figure 11 *The materials for the seventh grades in the third level*



_____ with the computer?
Just a minute. Just a minute.
OK. Let me know when _____
_____ with the computer?
Just a minute. Just a minute.
I said just a minute. Just a minute.
OK. _____

Appendix J: Scientific Research and Publication Ethics Board Decision

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2300000864 01.02.2023
Konu : Bilimsel Araştırma ve Yayın Etiği Kurulu Kararı Alınması Hk.

REKTÖRLÜK MAKAMINA

İlgi: 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu konulu yazınız.

İlgi tarihli yazınız kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında tez aşamasında kayıtlı olan **Hande Kalli** isimli öğrencimize ait tez evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'te sunulmuş olduğunu arz ederim.

Prof. Dr. Murat KOÇ
Sosyal Bilimler Enstitüsü Müdürü

Ek : 1 adet öğrenciye ait tez evrakları dosyası.

Appendix K: Cag University Rectorate Thesis Ethics Permission Letter

T.C.
ÇAĞ ÜNİVERSİTESİ
Rektörlük

Sayı : E-81570533-044-2300001265 24.02.2023
Konu : Bilimsel Araştırma ve Yayın Etiği
Kurul İzni Hk.

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : a) 31.01.2023 tarih ve E-23867972- 050.01.04-2300000810 sayılı yazınız.
b) 01.02.2023 tarih ve E-23867972- 050.01.04-2300000864 sayılı yazınız.
c) 01.02.2023 tarih ve E-23867972- 050.01.04-2300000865 sayılı yazınız.

İlgi yazılarda söz konusu edilen **Dilara Şahin, Beritan Yücel, Fatma Altun** ve **Hande Kalli** isimli öğrencilerimize ait tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY
Rektör

Appendix L: Request Letters of Institute of Social Sciences for Permission to Conduct Research in Schools

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2300001307 27.02.2023
Konu : Hande Kalli'nin Tez Anket İzni Hk.

DAĞITIM YERLERİNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı **Hande Kalli** isimli öğrencimizin, **"Oyunlaştırılmış dersin öğrencilerin başarısına, motivasyonuna ve tutumlarına etkisi"** konulu tez çalışması Üniversitemiz Öğretim Üyelerinden **Prof. Dr. Jülide İnözü**'nün tez danışmanlığında halen yürütülmektedir. Adı geçen öğrenci tez çalışmasında **Müdürlüğünüze bağlı Özel Kalli Kişisel Gelişim Kursunda özel öğretim programında halen eğitim almakta olan 5.,6.,7.Sınıf öğrencilerini** kapsamak üzere kopyası Ek'lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, gerekli iznin verilmesi hususunu bilgilerinize sunarım.

Prof. Dr. Ünal AY
Rektör

Ek : 1 adet öğrenciye ait tez evrakları dosyası.

Dağıtım:
Gereği:
Özel Kalli Kişisel Gelişim Kursuna
T.C.Niğde İl Milli Eğitim Müdürlüğüne

Bilgi:
Niğde Valiliğine

Appendix M: Provincial Directorate of National Education Survey Application Approval Form

T.C.
NİĞDE VALİLİĞİ
İl Milli Eğitim Müdürlüğü

Sayı : E-61900286-605.01-73473905 31.03.2023
Konu : Araştırma İzni
(Hande KALLİ)

VALİLİK MAKAMINA

İlgi: a) Milli Eğitim Bakanlığına Bağlı Okul Ve Kurumlarda Yapılacak Araştırma Ve Araştırma Desteğine Yönelik İzin Ve Uygulama Yönergesi.
b) Çağ Üniversitesi Rektörlüğü Sosyal Bilimler Enstitüsü Müdürlüğünün 08/03/2023 tarihli ve 23867972 sayılı yazısı.

Çağ Üniversitesi İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı Hande KALLİ isimli öğrencimizin, "Oyunlaştırılmış dersin öğrencilerin başarısına, motivasyonuna ve tutumlarına etkisi" konulu tez çalışmasını, değerlendirme formunda belirtilen okullarda uygulamak istemektedir.

Hande KALLİ' nın, gerekli özen ve hassasiyeti göstererek çalışmasını uygulaması Müdürlüğümüz Araştırma Değerlendirme Komisyonu tarafından yapılan değerlendirme sonucunda, Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Ahmet ŞENEL
Milli Eğitim Müdür Yardımcısı

OLUR

Halil İbrahim YAŞAR
Vali a.
Milli Eğitim Müdürü

Ek:
1-Araştırma Değerlendirme Komisyon Görüşü (3 sayfa)
2-Başvuru Taahhütnamesi (2 sayfa)

Appendix N: Research Committee Opinion

NİĞDE İL MİLLİ EĞİTİM MÜDÜRLÜĞÜ
OKUL VE KURUMLARDA YAPILACAK ARAŞTIRMA VE ARAŞTIRMA DESTEĞİNE YÖNELİK İZİN VE UYGULAMA KONTROL ÇİZELGESİ
(Lisans, yüksek lisans, doktora ve doktora üstü araştırma izni ve uygulamaları için)
ARAŞTIRMA SAHİBİ

Adı Soyadı :	**Hande KALLİ**
Bağlı Bulunduğu üniversite/Kurum:	Çağ Üniversitesi Sosyal Bilimler Enstitüsü
Araştırmanın konusu	Oyunlaştırılmış Dersin Öğrencilerin Başarısına, Motivasyonuna ve Tutumlarına Etkisi
Araştırmanın Yapılacağı Okul/Kurum	Özel Kalli Kişisel Gelişim Kursu

S.N.	KONTROLÜ YAPILACAK KONU BAŞLIKLARI (KRİTERLER)	E	H	AÇIKLAMALAR
1	Okul ve kurumlarda yapılacak araştırmanın veri toplama araçları izin onayı başvurusu, uygulama tarihinden en az dört hafta önce yapılmış mı?	E		
2	Araştırma önerisi ve veri toplama araçlarında; Anayasa ve Milli Eğitim Temel Kanunu ile milli ve manevi değerlere aykırı, kişilik haklarını ihlal edici, Aile ve özel mahremiyeti ifşa edici, öğrencilerde ilgi ve merak uyandırarak kötü alışkanlıklara yönelebilecek hususlar (uyuşturucu,alkol vb.), dini inanç ve kanaatleri sorgulayıcı, cinsiyet, din ve ırk ayrımını körükleyici, belli politik yaklaşımları desteklleyici, kesin yargı içerenler; yönetici ve öğretmen ve eğitim sistemini kötüleyici ve küçük düşürücü, eğitim öğretim ortamını olumsuz yönde etkileyici ve aksatıcı, eğitim-öğretime belirgin şekilde katkısı olmayan, öğrencilerin bedensel, ruhsal ve ahlaki gelişmelerini engelleyici, araştırma amaç/tamaçlarıyla örtüşmeyen, müstehcenliği teşvik edici, İnsan Hakları Evrensel Beyannamesi'nce suç kabul edilen hususları içeren, r, ifadeler, resimler ve simgelere yer verilmiş mi ?		H	
3	Araştırma bilimsel bilgiye erişmek, bilimsel değerlendirmeler yolu ile yeni bir bilgiyi elde etmek amacına yönelik mi?	E		
4	Araştırmanın uygulayıcıları yükseklisans,doktora ve üzeri akademik çalışmalarda bulunacaklarsa, bu çalışmanın gerekliliği ilgili üniversite tarafından belirtilmiş mi?	E		
5	Araştırma, uygulama süresi olarak bir ders saatini aşıyor mu?		H	
6	Araştırma önerisinin, amaç ve alt amaçlarına göre hazırlanan veri toplama araçları içerik ve kapsam yönünden, Türk Milli Eğitimi'nin genel amaçlarına uygun mu?	E		
7	Araştırmacı, araştırma alanını kapsayan il, ilçe, okul ve kurum isimleriyle örneklem sayılarını eğitim kademelerine göre belirtmiş mi?	E		
8	Araştırma anket soruları veya uygulama gibi veri toplama araçları içeriğinde, katılımcıların kişilik haklarına uymada sakınca veya konu dışı çağrışım oluşturacak ifade ve anlatımlara yer vermiş mi?		H	
9	Araştırmanın veri toplama araçlarında kişi, kurum ve kuruluşlara yönelik reklâm veya tanıtım gibi ifadeler var mı?		H	
10	Araştırma veri toplama araçlarının okul ve kurumlarda uygulanması eğitim-öğretim faaliyetini engellememesi için, ilk ve ikinci yarıyılın bitimine en az üç hafta kalıncaya kadar yapılmış mı?	E		
11	Okul ve kurumlarda yapılacak araştırma konusu, tıbbi konu içeriyorsa araştırmacı, bağlı bulunduğu üniversite etik kurulundan araştırma onay yazısı almış mı?	-		
12	Tıbbi konu içeren araştırmanın veri toplama araçları için belirlenen örneklem kişiler regl yapla ise yazılı onayları , değilse araştırma konusuna ilişkin olası zararlar hakkında veliler bilgilendirilerek yazılı izinleri alınmış mı?	-		
13	Araştırmacı, danışman onaylı mezuniyet tezi/ödevi/proje/araştırmanın amacı ve önemi, problem ve alt problemler, sayıltılar, sınırlılıklar, tanımlar, araştırmanın yöntemi, evren ve örneklem, veri toplama araçları, çalışma takvimi ve kaynakça ile bu madde kapsamında istenilen diğer belgeler başvuru evrakına eklemiş mi?	E		
14	Araştırmacı, başka kişi ya da kurumların geliştirdikleri veri araçlarını kullanacaksa, bu kişi veya kurumlardan izin belgesi almış mı? almışsa izin belgesini başvuru evrakına eklemiş mi?	E		
15	Araştırma izin başvurusu birden fazla ili kapsıyor mu?		H	
16	İzin başvurusu İl Milli Eğitim Müdürlüğüne eklerıyle birlikte üniversitelerarası/kurum aracılığıyla mı yapılmış?	E		
17	Araştırmacı, okul ve kurumlarda uygulayacağı veri toplama araçlarının bir örneğini mühürle onaylanmak/incelenmek üzere milli eğitim müdürlüğüne sunmuş mu?	E		
18	Araştırma izin başvurusu yurt dışında okuyan veya çalışan birisi tarafından mı yapılmış?		H	
19	Araştırmacı, yapılan araştırmanın tamamlanmasından itibaren en geç iki hafta içinde, milli eğitim müdürlüğüne araştırmanın iki örneğini CD'ye kayıtlı olarak vermeyi yazılı olarak(EK-1), taahhüt ediyor mu?	E		
20	İlgili komisyonca "Araştırma Değerlendirme Formu" (FORM-2) düzenlendi mi?	E		
21	Araştırma konusuna ilişkin veri toplama araçlarının uygulanmasında doğabilecek fiziki zararların araştırmacı tarafından karşılanması için, birim yetkilisi araştırmacıdan yazılı taahhütname alır ve doğacak hasarları araştırmacı karşılar. Aksi hâlde veri toplama araçları uygulamasına izin verilmez. Bu durum tutanakla tespit olunur.Bu husus araştırmacı tarafından kabul ediliyor mu?	E		
22	Araştırmacı, iletişim için yazışma adreslerini, e-mail ve telefon numaralarını başvuru da bildirmiş mi?	E		

AÇIKLAMA :

Komisyon Başkanı	**Üye**	**Üye**	**Üye**
…/…/2022			
Selçuk KARATAŞ	**Bayram DOĞAN**	**Alper AYDOĞAN**	**Orhun ÇELİKBAŞ**
Şube Müdürü	**Ar-Ge**	**Ar-Ge**	**Ar-Ge**

FORM: 2

T.C.
MİLLİ EĞİTİM BAKANLIĞI
Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü

ARAŞTIRMA DEĞERLENDİRME FORMU

ARAŞTIRMA SAHİBİNİN	
Adı Soyadı	Hande KALLİ
Kurumu / Üniversitesi	Çağ Üniversitesi Sosyal Bilimler Enstitüsü
Araştırma yapılacak iller	Niğde
Araştırma yapılacak eğitim kurumu ve kademesi	Özel Kalli Kişisel Gelişim Kursu
Araştırmanın konusu	Oyunlaştırılmış Dersin Öğrencilerin Başarısına, Motivasyonuna ve Tutumlarına Etkisi
Üniversite / Kurum onayı	Var
Araştırma/proje/tez/tez önerisi	Yüksek Lisans Tezi
Veri toplama araçları	Motivasyon Ölçeği/Tutum Ölçeği/Gönüllülük Formu
Görüş istenilecek Birim/Birimler	
KOMİSYON GÖRÜŞÜ	
Komisyon kararı	Uygundur.

KOMİSYON

Komisyon Başkanı …/…/2022	Üye	Üye	Üye
Selçuk KARATAŞ	Bayram DOĞAN	Alper AYDOĞAN	Orhun ÇELİKBAŞ
Şube Müdürü	Ar-Ge	Ar-Ge	Ar-Ge

Appendix O: Commitment Declaration

MİLLÎ EĞİTİM BAKANLIĞINA BAĞLI OKUL VE KURUMLARDA GERÇEKLEŞTİRİLECEK ARAŞTIRMA UYGULAMALARINA İLİŞKİN

ARAŞTIRMA İZNİ BAŞVURU TAAHHÜTNAMESİ

1. Araştırmam boyunca anayasa/kanun ve yönetmeliklere uygun davranacağımı,
2. Araştırmayı yürüteceğim okulun/kurumun kurallarına uyacağımı,
3. Araştırmam boyunca hiç kimseyi araştırmama/çalışmama katılmaya zorlamayacağımı,
4. Araştırmayı/çalışmayı bana tahsis edilen mekân/sınıf ve zamanda gerçekleştireceğimi,
5. Araştırmanın olası fiziksel/ruhsal zararları konusunda katılımcıları bilgilendireceğimi,
6. Araştırmam/ çalışmam sırasında topladığım kişisel bilgileri koruyacağımı,
7. Araştırmam/çalışmam için gerektiği kadar veri toplayacağımı,
8. Araştırma/çalışma sırasında öğrencilerin derslerinde/çalışmalarında herhangi bir kayıplarının olmayacağını,
9. Araştırmam/çalışmam sırasında herhangi bir ticari faaliyette bulunmayacağımı, katılımcıları herhangi bir ürün/eser/tedaviye yönlendirmeyeceğimi,
10. Araştırma izin evraklarını okul yönetimine teslim edeceğimi,
11. Araştırma/çalışma sırasında izni olan evrakları kullanacağımı,
12. Tıbbi araştırmalarda araştırma/çalışmanın uygulama sırasında etik kurallara uyacağımı,
13. Araştırma/çalışma sırasında topladığım ses ve görüntü kayıtlarını güvenilir ortamlarda saklayacağımı ve araştırma/çalışma sonrasında imha edeceğimi,
14. Genelge hükümlerine aykırı davranmam ve herhangi bir yanlış ifade, beyan ve maddi gerçeği gizleme gibi durumlarda adlî ve idarî işlemlerin yürütülmesini kabul edeceğimi,
15. İzin alınmış araştırmalarda/projelerde insanlarla ilgili yapılacak anket, görüşme, gözlem, alan araştırması, uygulama ve incelemelerde sağlık, güvenlik, insan hakları, mevcut mevzuat hükümleri, hukukun genel ilkelerini ihlal etmeyeceğimi ve etik ilkelere uyacağımı,
16. Araştırma ile ilgili sonuç raporlarını çalışmanın bitiş tarihinden itibaren 30 gün içinde izin aldığım birime ulaştıracağımı,

Kabul ettiğimi beyan ederim.

Araştırmanın Adı : Oyunlaştırılmış dersin öğrencilerin motivasyonuna, başarısına, ve tutumlarına etkisi

Araştırmacı : Hande Kallı

Tarih 25/01/2023

İmza [illegible]

İsim - Soyisim Hande Kallı