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English Language Learning Through Gamification: High School Students' Perception

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ÖZET

2022 yılı itibariyle insanlar oyun oynamayı gündelik bir eğlence olarak görmeye başlamışlardır. Eğitsel oyunların hayatın birçok alanına girmeye başlamasıyla lise öğrencileri artık sadece bilgisayar ve akıllı telefon oyunlarından daha fazla alternatife sahiptirler. Oyunlar, insanların eğitim hayatlarının yanı sıra sosyal hayatlarını da etkilemektedirler. Bu nedenle, insanların sürekli oyunlarla çevrili olduğu bir ortamda, eğitimciler oyunlaştırma stratejisini sınıf etkinliklerine dahil etmekten kendilerini alamazlar. Çalışmanın amacı, dil öğrenen öğrencilerinin oyunlaştırmanın dil edinimi üzerindeki etkilerini nasıl algıladıklarını belirlemektir. Çalışmadaki 197 katılımcıya, oyunlaştırma yöntemi hakkındaki düşüncelerini bildirmeleri istenen 29 maddelik bir anket verilmiştir. En az bir yıllık oyunlaştırma deneyimi olan lise öğrencileri çalışmanın hedef grubunu oluşturmuştur. Bu çalışma için veriler Google Docs kullanılarak toplanmıştır. Tüm veriler SPSS programı kullanılarak analiz edilmiş ve sonuçlar, bir sonuç ve önerilerle birlikte takip eden bölümlerde sunulmuştur. Bu çalışmada toplanan veriler, lise öğrencilerinin oyunlaştırma yöntemine yönelik duygusal, kişisel ve eğitsel algılarını vurgulamıştır.

***Anahtar Sözcükler**: Oyunlaştırma metodu, Eğitici oyunlar, Dil öğrenme, Dil öğrencileri*

ABSTRACT

As of 2022, people have started to see gaming as a daily entertainment. With the introduction of educational games into many areas of life, high school students now have more alternatives than just computer and smartphone games. Games affect people's social lives as well as their educational lives. Therefore, in an environment where people are constantly surrounded by games, educators cannot help but incorporate gamification strategy into classroom activities. The aim of the study was to determine how language learners perceive the effects of gamification on language acquisition. The 197 participants in the study were given a 29-item questionnaire in which they were asked to report their thoughts about the gamification method. High school students with at least one year of gamification experience constituted the target group of the study. Data for this study were collected using Google Docs. All data were analyzed using SPSS software and the results are presented in the following sections along with a conclusion and recommendations. The data collected in this study highlighted the emotional, personal, and educational perceptions of high school students towards the gamification method.

***Keywords**: Gamification method, Educational games, Language learning, Language learners*

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INTRODUCTION

In recent years, the proliferation of internet access and the utilization of Web 2.0 tools have transformed the landscape of education, resulting in a notable surge in the relevance of gamification within the realm of English language learning. This shift is particularly evident in the context of high school education. The objective of this research endeavor is to undertake a comprehensive exploration of the perceptions held by high school students regarding the integration of gamification methods into their English as a Foreign Language (EFL) classes.

The participants in this study are high school students well acquainted with the concept of gamified learning environments. A significant contributing factor to this familiarity has been the global outbreak of the COVID-19 pandemic, which necessitated the widespread adoption of remote learning for extended periods. As a result, a substantial portion of the student population, spanning various geographic regions, has had the opportunity to immerse themselves in the gamification method as part of their EFL education over the course of two years. This phenomenon serves as a significant backdrop to the present study, as it underscores the importance of investigating students' reactions to the incorporation of gamification strategies within their educational experience.

The emergence of a new generation of students, often referred to as "digital natives," has further catalyzed the need for transformative changes in educational practices. Born and raised in the digital age, these students represent a unique cohort of learners who demand instructional approaches that resonate with their technological fluency and digital literacy. Indeed, the year 2022 marked a watershed moment when these digital natives assumed the role of learners within the educational system. Consequently, the educational environment must adapt to align with their distinctive learning preferences and requirements.

Extensive research in the field has elucidated that gamification is not solely confined to the digital natives; it extends its appeal to learners from other generational cohorts as well. Thus, it becomes increasingly evident that gamification holds the potential to transcend generational boundaries and offer a pedagogical approach that can engage and motivate a broad spectrum of students. This research, therefore, seeks to delve into the attitudes, perspectives, and experiences of high school students who have been exposed to gamification as a method for EFL instruction, shedding light on the broader implications of this innovative pedagogical approach for the field of education.

LITERATURE REVIEW

Gamification is a technique that involves integrating game elements to help students accomplish a specific goal. For instance, someone who successfully logs into a computer program receives a badge. Gamification is a method for incorporating game elements into non-gaming learning environments. According to Korkealehto and Siklander, it serves as a "trigger" for participation, enjoyment, and learning (2018). Gamification, according to Caponetto and Ott (2014), is taking off in a number of sectors, including business, organizational management, in-service training, health, social policy, and education. Gamification has been blended with e-learning thanks to technological advancements. Gamified classes have been produced utilizing e-learning systems, especially since the Covid-19 pandemic. In e-learning, the metaphor of engagement is stressed. In the learning process, it emphasizes the significance of cooperation and communication (Amriani et al., 2013). According to Çeker and Özdamlı (2017, p.223) there are several significant reasons to integrate gamification in the language teaching and learning process. To them, gamification is able to:

- help less attractive materials become more entertaining ones.
- turn the tasks that require a lot of effort into easier ones.
- assist students in concentrating more quickly.
- boost participation.
- provide inspiration and satisfaction.
- assist individuals in increasing their use of media resources to achieve their goals.

Glover (2013) raised some important issues with gamification in his work. The gamification strategy should support educational goals on its own. Learners with high intrinsic motivation may get demotivated by extrinsic rewards. Therefore, educators should carefully consider their students' preferences while designing game-based aspects. Glover (2013) asserts that gamification techniques can divert less competitive learners and result in a loss of instructional time. According to Dominguez (2013), gamified learning makes students better writers and speakers, however their writing points are not as high as their oral producing skills. Burke (2016) also made the point that if a gamification technique is not effectively integrated, results might not be favorable.

The research question and supporting sub-questions are formulated as follows:

- What are the perceptions of EFL learners towards the gamification method?

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

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

There are many different sorts of gamification, particularly ones that are useful for education. Mobile applications are the best option. Gamification requires the use of mobile applications. On the Play Store and App Store, it is simple to find the most downloaded applications. These are a few instances:

Duolingo

It's a gamified language learning program where students progress through several stages. They go to the next segment when they finish each stage. Duolingo may be used on mobile devices, tablets, and PCs. It is expected to be one of the most popular foreign language learning apps in 2020.

Class Dojo

It's an online platform for instructors to arrange their classes. Following the creation of a classroom, each student enters the classroom using a unique code provided by their teachers. A teacher may manage his or her classroom from anywhere at any time by transmitting images, videos, or assignments.

Edmodo

Another online classroom platform is Edmodo. The first step for a teacher to take is to sign up and create a classroom. Then, shared passwords assist students in entering the classroom. Teachers have complete control over their classes, regardless of where they are or what time it is.

Kahoot

Kahoot is one of the most popular programs in 2020, whether in or out of the classroom. Before moving on to the next level, Kahoot's major goal is to analyze the learners' outcomes and govern the learning process. Mobile phones, tablets, and laptops may all be used to play it.

VoScreen

VoScreen is a video-based learning tool that exposes students to hundreds of short videos with or without subtitles. The videos range in length from 4 to 10 seconds, and learners are expected to attentively observe and listen to them before guessing the subtitle as they hear it. It is recognized as one of the most effective apps for improving learners' listening abilities.

Actionbound

In addition to other learning platforms and applications, Actionbound requires learners to move their bodies. To begin, a teacher sets a task list for students to accomplish. A program generates a QR code for each job. Learners must locate these QR codes across the classroom environment.

Busuu

Busuu is an online learning application available for cell phones or tablets. Not only English, but also several languages such as Arabic, French, German, etc. are among the list that can be learnt with it.

Gamification has a lot more benefits than just motivating and engaging people. Aside from the concepts given above, gamification is the application of digital game elements to non-game settings to stimulate users' actions (Deterding et al., 2011). Gamification was shown to be effective in encouraging students, enhancing the learning environment, and providing a fun teaching environment for instructors, according to professionals and studies. Both students and teachers may benefit from gamification. It can assist students in remaining interested and motivated to learn, particularly through competitive games in which students work hard to demonstrate their abilities. Students obtain higher results when they are motivated to study. Gamification may also assist teachers in improving contact with students and providing a safety net inside the classroom (Kotob. M., & Ibrahim. A., 2019). According to Brand (2011), computer game technology advanced rapidly over the last several decades, with an estimated 95 percent of families with children under the age of 18 possessing at least one computer gaming device. Because learners are so accustomed to using video games and other electronic gadgets, gamification of their learning processes is unavoidable.

METHOD

Research Design

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

Participants

977 high school students from 32 cities across Turkiye (Adana, Adıyaman, Afyonkarahisar, Antalya, Bartın, Bingöl, Bitlis, Burdur, Bursa, Çanakkale, Çorum, Denizli, Erzincan, Erzurum, Hatay, Isparta, İstanbul, Kars, Kastamonu, Kırıkkale, Kocaeli, Konya, Kütahya, Mersin, Muş, Sinop, Şanlıurfa, Tekirdağ, Trabzon, Uşak and Zonguldak) participated in the research. The participants had lessons that incorporate gamification for several years. The participants were selected according to. The principle of convenient sampling, where participants were chosen based on their accessibility and willingness to participate.

Table 1. *Gender Of the Participants*

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

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

Table 2. Grades Of the Participants

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

977 (100%) students participated in the questionnaire. 483 (49.4%) of them are 9^{th} graders. 218 (22.3%) are 10^{th} grader students. 182 (18.6%) of them are 11^{th} graders. And 94 (9.6%) students are 12^{th} graders. The data suggest a higher willingness to participate in the survey among 9^{th} and 10^{th} graders compared to 11^{th} and 12^{th} graders.

Data Collection Instruments

For the study, a questionnaire consisting of 29 statements were applied to 977 high school students all around Turkiye. The questionnaire was adopted from the article named “Perceptions of Students for Gamification Approach: Kahoot as a Case Study” (Bicen, 2018) (see Appendix 2).

Participants chose a suitable statement from Likert Scale based on their perception such as agree, strongly agree, disagree, and strongly disagree.. Also, an e-mail request was issued to the author, asking for permission to assess the questionnaire form for the study.

Data Collection Procedure

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

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

Data Analysis

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

FINDINGS

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

Table 2.1. SPSS-Calculated Results of the Questionnaire

Items	Options		f	%
1. A gamification method increases my interest in the lesson.	Strongly Agree	394		40.3
	Agree	497		50.9
	Disagree	67		6.9
	Strongly Disagree	19		1.9
2. I study more to become more successful via gamification methods.	Strongly Agree	285		29.2
	Agree	565		57.8
	Disagree	111		11.4
	Strongly Disagree	16		1.6
	Strongly Agree	343		35.1

3.	**Being placed in competition with other students in the classroom via a gamification method increases my motivation.**	Agree	424	43.4
		Disagree	159	16.3
		Strongly Disagree	51	5.2
4.	**I communicate more with my friends to become more successful via gamification method.**	Strongly Agree	260	26.6
		Agree	508	52.0
		Disagree	184	18.8
		Strongly Disagree	25	2.6
5.	**I want gamification methods to be used in other lessons as well.**	Strongly Agree	418	42.8
		Agree	426	43.6
		Disagree	99	10.1
		Strongly Disagree	34	3.5
6.	**Using a gamification method through my smartphone makes me feel better.**	Strongly Agree	269	27.5
		Agree	440	45
		Disagree	208	21.3
		Strongly Disagree	60	6.1
7.	**Rewards associated with gamification motivate me**	Strongly Agree	447	45.8
		Agree	418	42.8
		Disagree	89	9.1
		Strongly Disagree	23	2.4
8.	**The gamification method allows me to see my achievement status and improve myself in the areas that I am weak in.**	Strongly Agree	379	38.8
		Agree	483	49.4
		Disagree	92	9.4
		Strongly Disagree	23	2.4
9.	**Use of a learning method blended with a gamification method helps me to understand the lesson better.**	Strongly Agree	398	40.7
		Agree	486	49.7
		Disagree	70	7.2
		Strongly Disagree	23	2.4
		Strongly Agree	461	47.2

10. Gamification methods are fun.	Agree	446	45.6
	Disagree	52	5.3
	Strongly Disagree	18	1.8
11. Performing group work with a gamification method illustrates how achievement can be obtained through collaboration.	Strongly Agree	340	34.8
	Agree	518	53
	Disagree	87	8.9
	Strongly Disagree	32	3.3
12. Winning badges through a gamification method makes me feel important.	Strongly Agree	339	34.7
	Agree	445	45.5
	Disagree	152	15.6
	Strongly Disagree	41	4.2
13. Gamification methods contribute to information exchange among friends.	Strongly Agree	374	38.3
	Agree	501	51.3
	Disagree	83	8.5
	Strongly Disagree	19	1.9
14. Information can be recalled more easily thanks to gamification method.	Strongly Agree	455	46.6
	Agree	432	44.2
	Disagree	69	7.1
	Strongly Disagree	21	2.1
15. I feel bad if I am unsuccessful when a gamification method is applied.	Strongly Agree	164	16.8
	Agree	353	36.1
	Disagree	345	35.3
	Strongly Disagree	115	11.8
16. I think my reputation in the classroom improves with the badges I win through gamification.	Strongly Agree	215	22
	Agree	401	41
	Disagree	259	26.5
	Strongly Disagree	102	10.4
17. Each question I correctly answer improves my self-confidence.	Strongly Agree	505	51.7
	Agree	409	41.9
	Disagree	43	4.4
	Strongly Disagree	20	2

18. Gamification methods help me to become more ambitious for success.	Strongly Agree	411	42.1
	Agree	472	48.3
	Disagree	71	7.3
	Strongly Disagree	23	2.4
19. Gamification methods increase classroom competition.	Strongly Agree	376	38.5
	Agree	465	47.6
	Disagree	112	11.5
	Strongly Disagree	24	2.5
20. Racing against time increases my speed in answering questions in the gamification method.	Strongly Agree	409	41.9
	Agree	459	47
	Disagree	87	8.9
	Strongly Disagree	22	2.3
21. Gamification methods make me take on more responsibilities to become more successful in the lesson.	Strongly Agree	290	29.7
	Agree	497	50.9
	Disagree	166	17
	Strongly Disagree	24	2.5
22. Applications used in gamification allow me to practice time-management skills.	Strongly Agree	332	34
	Agree	531	54.4
	Disagree	96	9.8
	Strongly Disagree	18	1.8
23. Gamification methods enable me to learn difficult topics while having fun.	Strongly Agree	424	43.4
	Agree	452	46.3
	Disagree	72	7.4
	Strongly Disagree	29	3.0
24. I force myself to learn when using gamification methods to improve group achievement.	Strongly Agree	289	29.6
	Agree	498	51
	Disagree	162	16.6
	Strongly Disagree	28	2.9
25. Creating a competitive environment	Strongly Agree	319	32.7
	Agree	424	43.4
	Disagree	163	16.7

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

When students are addressed with the statement of "the gamification method increases my interest in the lesson", 394 (40.3%) and 497 (50.9%) of them chose to say, "strongly agree" and "agree". Total number of positive attitudes is 891 (91.2%). Students who would rather to go with "strongly disagree" are 19 (1.9%) and "disagree" are 67 (6.9%). Gamification method provides students with a competitive atmosphere in class and this statement show how students feel. 343 (35.1%) of them strongly agrees and 424 (43.4%) agrees with the statement that is about being in competition helps them to develop motivation. 159 (16.3%) disagrees and 51 (5.2%) of them strongly disagrees with the statement. 767 (78.5%) of the students indicates that their motivation increases with a competition thanks to gamification method. In terms of communication, 260 (26.6%) of the students chose "strongly agree" and 508 (52%) chose "agree". That means; 768 (78.6%) of the participants wish to have gamified based lessons to be able to communicate with other participants. On the other hand, 184 (18.8%) of them clicked on "disagree" and 25 (2.6%) of them chose to click on "strongly disagree".

In this chapter of the study, some basic elements related to the gamification method, definitions of terms, importance of the gamification method, theories supporting the ideas, design elements, applications to be used in gamified lessons, historical foundation, and criticism of the gamification method were analyzed. Gamification method is not something to be applied only in language learning classrooms. It can be conducted in any classroom types. And 418 (42.8%) students strongly agree to have this method in other lessons as well. 426 (43.6%) of them agree to have gamified lessons in other subjects also. 844 (86.4%) of students wish to experience the gamification method in other school subjects also.

However, 99 (10.1%) students chose "disagree" and 34 (3.5%) chose "strongly disagree" and expressed their ideas about using gamification method in other fields also. Smartphones are essential in gamification method as they provide users with any place and any time. In this statement 269 (27.5%) of the users strongly agree and 440 (45%) of them agree with the fact that they feel better when using smartphones in gamified lessons. 709 (72.6%) of the participants felt free to express their positive thoughts towards using smartphones in gamified lessons. But 208 (21.3%) of students goes with "disagree" and 60 (6.1%) of them with "strongly disagree".

Gamified lesson includes online or real rewards. This statement indicates how students fell about rewards in gamified lessons. 447 (45.8%) of them strongly agree with increasing their motivation thanks to rewards and 418 (42.8%) agree. 89 (9.1%) of them disagrees and 23 (2.4%) of them strongly disagrees with this statement. 865 (88.5%) of the participants expressed their positive thoughts rewards in gamified lesson, that means, nearly all the students' motivation is up to a reward. Thanks to the badges and reports provided by gamification method, 379 (38.8%) of the students goes with "strongly agree" and 483 (49.4%) of them with "agree" option to express their thoughts towards the usage of gamification method in their lessons. 92 (9.4%) of them says "disagree" and 23 (2.4%) of them "strongly disagree" for this option. 862 (88.2%) students feel positive attitudes for the gamification method and its effect in their improvements and achievements. Badges are concrete indexes for learners to measure their

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

During a gamified lesson, learners exchange information among themselves and this is one of the most essential aspects of gamified lesson. 374 (38.3%) students clicked on “strongly agree” and 501 (51.3%) clicked on “agree” about information exchanging with gamified lesson. 83 (8.5%) students chose to disagree, and 19 (1.9%) students chose “strongly disagree". Students’ success and its connection with their responsibilities with gamified lesson are displayed in this table. 290 (29.7%) of the learners strongly agree and 497 (50.95) of them agree with that statement. 166 (17%) of them disagree and 24 (2.5%) of them strongly disagree. 787 (80.6%) of the learners say that their chance of having responsibilities increases with the help of gamified lessons.

Time-management skills and gamified lesson’s relationships are displayed in this table. 332 (34%) of the learners strongly agree that applications used in gamification methods allow them to practice time-management skills. 531 (54.4%) of the learners agree in this situation. 96 (9.8%) of the learners disagree in the relations between gamification and time-management skills. 18 (1.8%) of the participants strongly disagree. Sometimes, students may find some topics difficult to cover. This table shows how gamified lessons help learners to overcome this issue. 424 (43.4%) of the students strongly agree and 452 (46.3%) of them agree in this. 72 (7.4%) of participants disagree and 29 (3%) of them strongly disagree.

Students force themselves to become successful for the sake of the group and this table indicates this situation. 289 (29.6%) of the learners strongly agree in forcing themselves to learn when using gamification methods to improve group achievement. For this aspect, 498 (51%) of the participants agree with this statement. However, 162 (16.6%) of them disagree and 28 (2.9%) of them strongly disagree with forcing themselves to learn with group. Gamification method not only has impact on learners’ motivation but also on their interest towards the lesson. According to this table, 319 (32.7%) of the learners strongly agree and 424 (43.4%) of them agree with the fact that their interest increases with the help of gamified lessons. However, 163 (16.7%) of participants disagree and 71 (7.3%) of them strongly disagree with this aspect.

RESULT AND DISCUSSION

Approximately, 91% of the students express that the gamification method might increase their interest. According to Simões et al., (2012), the gamification method offers great potential for learners to increase their motivation during the classes. Also, Kapp (2012) points out that it is possible to increase the learners’ motivation with the help of a gamified environment. The main goal of education, regardless of its location, is to promote learning and growth (Delbanco, 2012). But the main issue here is to find out how today’s learners prefer to learn, what kind of learning environment they’d rather to have. Seemiller et al., (2021), in their study, explains Gen Z’s desires and understanding of the learning environment.

The results of his study are mostly about “fun”. In his paper, Verhoeff (1997) claims the origins of education are rooted in an unknown past, while the origins of competitiveness are even more elusive. Even babies and children, naturally, seek partners to play with. From the early ages of childhood, babies start to searching someone to play with such as in hide & seek or wrestling. Verhoeff (1997) also claims that competition in education was also formed long ago in human history.

According to Deterding (2012), teachers interested in gamification methods find that the area has a wealth of tools, a critical awareness, and insight into the design and dynamics of collaborative, reputation, and reward system. Teaching & learning environment involves teachers as facilitators and learners as participants. For learners to participate they need to be ambitious for the very specific subject.

Glazewski and Hmelo-Silver (2018) listed some topics for ambitious learning. Problem-based learning (PBL) is one of the forms of ambitious learning. Being in a competition is one of the ways learners enjoy very much. In Table 22, 86.1% of the students also indicates their competition desires might increase with the help of gamification methods. Ediger (1996) claims, students benefit most from a well-balanced approach supporting learners experiencing that combines collaboration and competitiveness. In a learning environment, students need to have responsibilities to foster their educational outcomes also there is a connection between autonomous learning and having responsibilities of learners (Egel, 2009). As Ekiz and Kulmetov (2016) stated in their study that learners' motivation is influenced by their surroundings, including being in a crowded classroom. However, being physically in a good condition for learners is vital. Embodied learning theory was proposed by Barsalou (1999) claiming that learners use their senses, bodily states, and situated actions to have a meaningful learning environment. Abrahamson et al., (2020) connected this theory to learners' surroundings which is called by Zohar and Levy (2021) perspective of embodied learning theory.

Group work is used as a means of learning at all levels of school. It was scientifically shown that having students' study and work in groups has benefits. In 20th century, according to previous research, there was an increase in research on students' collaboration during a class. (Lou et al., 1996; Gillies, 2010; Boyle 2011). Personal ambition to suppress others motivates competitive behaviors (Franken & Brown, 1995; Franken et al., 1994). Students can be motivated by competitions to set higher personal goals and put-up greater effort (Hauston et al., 2005; Tjosvold et al., 2006). In Table 6 results, most of the learners in this study (78.5%) indicate their ambitious placed in gamified environment can increase their motivation. According to Dolgova et al., (2019), student information interchange ensures their self-development in terms of self-realization. The usage of digital gadgets has a direct impact on information literacy, children's developments and interacting with others. In the context of an educational institute setting, readiness for information exchange refers to an integrated collection of phycological and operational qualities of educational process subjects that are necessary for the successful transmission of instructional and motivating information via technological technology. Without the gamification methods, traditional ways were adapted into the education and students' extrinsic motivation is only to pass the test (Shute & Wentura, 2013). However, with this method, learners may have difficulty in recalling the information as their only goal is to pass the test (Werbach & Hunter, 2012). Self-efficiency is vital skill for students as it provides them with seeing their weak points and have the courage to carry on their studies on their own. As Bandura (1977) mentioned self-efficacy has impact on choice of activities. Students have a stronger intrinsic drive to learn when lecturers make education personally more meaningful and relevant to their lives, as well as more entertaining, engaging, and difficult (Brophy, 1987; Çimer, 2007; & McCombs, 2015). Teamwork skills and learners' desire to carry themselves further are becoming important in learning environments. Avry et al., (2020) defined teamwork as an effective way to overcome a difficult topic while learning. In recent years, instead of individual works, group works played an essential role in classrooms. The popularity of gamification increased in the last decade, and there are several examples of corporations, web designers, and educators using it to engage and encourage a target group with positive results (Chou, 2014). Dunlosky et al., (2013) claims that gamified lessons enhance the learning outcomes faster than traditional ways. Regardless of their age, learners tend to be motivated when he/she gets a prize. Alfie (1999) claimed in his research, rewards have only positive effect on learners. Later, Costică (2014) listed the types of rewards by teacher himself/herself and their impact on students.

According to Chang and Millett (2017), students' speeds can increase if they are exposed to related context. A study was carried out with a group of students by Chang and Millett (2017) and results support the idea that learners need motivating and relatable context to be able to answer in shorter time. Braojos et al., (2019) conducted a study with students to analyze the impact of competitive learning environment.

And their result supports the idea that competitive group conditions have higher level of positive outcomes. According to Braojos et al., (2019) students from competitive environments are easily address epistemic uncertainty, exhibit stronger positive interdependence, and make cognitively deeper contributions.

CONCLUSION

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

Pedagogical Implications

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

to the development learners' foreign language skills and, in some respects, helped them overcome related problems while learning a second language. Learners expressed their thoughts on being motivated, feeling valuable, feeling related, loving the subject, seeing themselves as successful, enjoying the learning environment, etc.

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CONFLICT OF INTEREST

There is no personal or financial conflict of interest between the authors of the article within the scope of the study.

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