

Meta-evaluation of research in the usage of gamification method in English language teaching

Hasan Burak İnanç^{a,1}, Emine Akkaş Baysal^{b,2,*}

^a ELT Teacher, National Ministry of Education, Afyonkarahisar and 03030, Türkiye

^b Assist. Prof.Dr., Afyon Kocatepe University, Sandıklı School of Applied Sciences, Child Development Department, Afyonkarahisar and 03030, Türkiye

¹ hbi_24@hotmail.com; ² akkasemine85@hotmail.com;*

* corresponding author



ARTICLE INFO

Article history

Received 05 June 2022

Revised 10 August 2022

Accepted 15 August 2022

Keywords

Gamification

Educational Methods

Meta-evaluation

ABSTRACT

This study aimed to evaluate the research in the use of the gamification method in English language teaching. In this study, thirty-eight researches were evaluated. For this purpose, the Council of Higher Education National Thesis Center and Google Academic databases were used to reach research in the use of the gamification method in English language teaching. The sample of this study consisted of twenty-two master's theses, fourteen articles, and two dissertations. The studies were classified and analyzed regarding the type of research, year of publication, method of research, sample, data collection tool and duration of research. Findings show that studies in our country about the subject were primarily at the master's level, and they were carried out using quantitative methods. Findings also show that the number of studies about the subject has been rising only in recent years, and university students were mostly chosen as a sample. Different data collection tools were found to be used in future studies.



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How to Cite: İnanç, H. B., & Akkaş Baysal, E. (2022). Meta-evaluation of researches about the usage of gamification method in English language teaching. *English Language Teaching Educational Journal*, 5(2), 91-102.

1. Introduction

As the 21st century moves forward, the field of second language learning and instruction has become more technology oriented. This adjustment in the teaching strategies is in accordance with the learners the educators are receiving in their classroom. Different theories and strategies have been introduced to make learning more attractive according to the learner's needs. Games are an innovative way to learn a language that has been gaining popularity. Gamification for language learning is very motivating and inspiring for the learner as it has many challenges to be covered, goals to be achieved, and many rewards. Using gamification in educational settings toward L2 learning involves pedagogical approaches, methodologies, and strategies (Flores, 2015; Prathyusha, 2020).

The teaching methods determine how and what to teach during the education period. Teaching method refers to teachers' use of teaching objectives, materials, and subject teaching techniques to achieve the teaching goals. It is the shortest path to reach the target (Köksal & Atalay, 2017). From the first ages to the present, as human life has changed, the skills to be taught and the gains to be acquired have also changed. This difference has led to the development and change of the teaching methods used in the lessons. With the advancement of technology, new methods such as Virtual Reality (VR) teaching Computer Assisted Instruction, which enable the latest technology to enter classrooms and educational environments and even make educational environments completely

virtual, have been added to the methods such as the Lecture Method, which has kept its place since the early ages. One of these methods, gamification, is so widespread today.

Different instructing strategies are utilized in English language training: total physical reaction, quiet way, language framework concentrated on assignments and helpful strategy for learning. Gamification uses game components and strategies for the game plan in non-game settings (Werbach & Hunter, 2012). Gamification takes portions of games, including focuses, prizes, challenges, sheets of executives, rewards, openings, etc., and applies them to teaching methods to rouse understudies to higher and increasingly critical degrees of association (Flores, 2015). Therefore, gamification is a strategy that makes the language learning process efficient by using them.

1.1. Gamification

Traditionally, the concept of play is known only as a method that people often resort to in childhood at the stage of development. With the advancement of technology, the concepts of "video games, mobile games, computer games, console games" have entered our lives and our smartphones. We can carry them with us almost every day and every moment. The concept of "game" has gone beyond being just a process that children are involved in and needs daily, and has turned into a leisure activity, a means of entertainment, a source of income for people, and even a type of sport called e-sports. It is now possible to see people of any age playing game. The fact that people spend so much time on games and enjoy it has revealed the idea of transforming a building into a game (Yıldırım & Demir, 2014). In this way, it is aimed to make any concept that people usually find boring and that does not interest them more enjoyable and understandable.

Zichermann and Cunningham (2011) gave the name of the concept of gamification. They defined the concept as "*using the way of thinking and game rules in games to attract people's attention and solve problems*". Dealing with the things that are difficult for people, that they will not be happy to deal with, and that have become a problem by means of the gamification method may cause the situation to be more acceptable and even enjoyable for people. In another definition, gamification is the game's thought ideas and mechanics to improve learning, continuity and motivation in problem-solving (Kapp, 2012). So, gamification is not a concept used only in education to convey difficult or boring subjects. On the contrary, it has a structure that can be used in almost every area of life and can develop many functions, especially problem-solving. With these aspects, it is seen that the concept of gamification is used in many different fields, especially in information technologies and economics, in the literature review.

1.2. Gamification in Education

Gamification in education is an approach that is being developed rapidly to engage and motivate students by incorporating game design elements in educational institutions (Prathyusha, 2020). The usage of gamification in education has started to become widespread, especially with the development of technology. Games have become more accessible. It has been accepted that a game is not only an activity used by children but also a structure in which people of almost all ages and walks interact daily. It has been observed that games attract people's attention as they become a more standard structure in daily life. Based on this observation, games and gamification have begun to be highlighted as concepts that can be used to transfer learning outcomes and subjects to students differently and bring a new breath to the lessons. O'Donovan, Gain, and Marais (2013) emphasize that education resembles games in nature. They have said that students start school as first-year students and after completing specific course tasks, they "skip the level" and move on to the next class. Their main goal is to get the right to win the "end of the department monster" university. Based on this analogy, it can be said that the gamification method can also be applied to school life in general. Students can be directed to do things necessary for their development, such as "tasks" in a game.

Another benefit of the gamification method is that it increases motivation. The lack of motivation that students have today can lead to many adverse situations, such as low academic achievement and even psychological problems. In one of the studies related to this, Lee and Hammer (2011) stated that today schools have problems with student motivation and sense of duty. Gamification allows schools to solve these challenging problems using game-related components in non-game situations. The concept of gamification is also a test platform that offers rewards and feedback and aims to

internalize the extrinsic motivation of people (Gökkaya, 2014). It is possible to use this test platform to enable students to evaluate themselves and see their shortcomings, to help them discover their strengths, and to support the acquisition of subjects and achievements by increasing their motivation. Considering the place and importance of motivation in education, it was predicted that using games in education would be productive. Many researchers and educators aimed to increase motivation by applying the concept of gamification in their lessons and subject areas and transferring their achievements.

The attractiveness of games can be shown as one of the reasons why gamification has become widespread in education. Today, games are accessible in different genres and from almost every device and are used by all age groups, which has changed the view on games. Games are made for specific age groups, and certain genres are now divided into different genres to appeal to different age groups. The common point of all these different genres and different age groups games is the attractiveness of the games. Games that can be short or long can be made in genres such as action or sports and attract the attention of almost every one of our age. This attractiveness has led to the emergence of gamification, and attractiveness, which is among the foundations of the concept of gamification, has led to the use of gamification in education. The attractiveness of gamification is also a frequently mentioned concept in the literature. In the concept of gamification, game mechanics and game dynamics are used. Points, gifts and virtual items earned in the game are examples of game mechanics. Game mechanics are also used to improve the experience and interest of the user (Sarıtış & Yıldız, 2015). In gamification, using game mechanics and game dynamics and making games attractive can make the lessons and achievements more interesting for the student. In the education-teaching process, considering that students are more successful in the courses and subjects that attract their attention (İnan Kaya, 2016), it is essential to carefully examine gamification and apply it in different educational fields.

1.3. Gamification in English Education

The general changes in education have affected foreign language teaching techniques and approaches used in this process. They have also been shaped depending on the increased need for foreign language teaching. With the increasing global globalization, the necessity of speaking a common language with other countries and communities has emerged, both culturally and commercially. This requirement has become a goal for individuals in matters such as having a job or increasing their living standards. Foreign language learning has ceased to be educational only for those interested. It has become an indispensable part and necessity of most professions that people should have to maintain their lives. English has become "the common language accepted all over the world". It is called "lingua franca" because both technologies are made by English-speaking people, especially in English-speaking countries. The countries that determine the world's economy, politics, and cultural agenda are also English-speaking countries. With all these developments, English teaching has become widespread all over the World. While some countries have adopted English as their mother tongue, it has been decided to teach English as the primary foreign language or second language in some countries. This situation still holds today. When the process is evaluated this way, it is revealed that the importance of English education has increased. With this increasing importance, the methods and techniques used in the realization of English teaching have been arranged by current developments. Parallel to all these findings, our country's interest in English has increased. Knowing English has become power and status in our society (Aktuna, 1998).

Gamification, on the other hand, has found a vast place in English as in other fields of education. In a way, it can be said that it has more place in English education than in other fields. One of the main reasons for this is that the concept of "mobile game" is a concept that emerged and developed in other countries of the world before our country. Moreover, like other globalized concepts and objects, it is made in English to reach everyone. It is possible to reach studies that state that this situation indirectly contributes to English education (Arkün Kocadere & Samur, 2016). Games and English have been intertwined over the years. Educators and researchers have predicted that this close relationship may also be beneficial in the education of English. Researches also confirm this prediction. One of these researchers, Iaremenko (2017), stated that students do not worry much about grammar forms and their correctness while they play. They focus on the given message and its function, reducing their stress.

The most significant problems encountered in foreign language education are shyness towards foreign language use, low interest and motivation, stress, fear of making mistakes, and feelings (Özdemir, 2016). One of the critical concepts in foreign language education is interaction. Language exists for communication between people and has a living structure in its essence. This living structure is shaped, changed and evolved within the framework of the interactions between people and communities. It is possible to witness the disappearance of languages that have not undergone this change. This interaction also plays an essential role in language learning. Like the evolution of language, the language learner can advance his knowledge and make it permanent as he uses it and is exposed to it. Games are one of the most critical places where this interaction can be achieved today. People who meet with players from different countries for a common purpose use a common language (almost entirely English today) to achieve this goal. Games allow people to interact as if they were in a natural social game environment (Flores, 2015). In this respect, games offer a unique opportunity for educators and researchers to expose their students to English and interact with and through English. When gamification is combined with all these features and opportunities, it continues to be one of the primary methods to make English education versatile and more efficient.

Learning a second language is currently a vital process that every human being meets in their educational process. The importance of learning new languages has become an essential process in a globalized world. Within the scope of this study, both the concept of gamification and the works related to the use of this method in English education were evaluated according to different criteria. In this way, it was aimed to help researchers aware of the usage of gamification method in language teaching. Thus, researchers can contribute to the realization of new studies that will increase the efficiency of English education and help solve the problems encountered. English teachers will be possible to have more detailed information about the gamification method with this systematic review. They will be able to examine the studies carried out using this method and benefit from the results obtained from these studies in their classes. It was aimed that teachers will realize a more effective English education process with the use of gamification techniques. By this way of teaching can conclude monotonous and boring learning experiences for students, and they can keep motivation to learn second languages, especially English.

1.4. Purpose of the research

Acquiring a new language is no easy task, not for a busy grown-up with a busy life ridden with responsibilities nor for a young student sitting in class for days. Lack of time, money, instruction and motivation may hinder the learner. Engaging, available and affordable learning aids are required to overcome these obstacles. Gamification is one of these ways. Gamification has strengthened its place in language learning education especially in English. This study aims to investigate the literature on gamification in English learning as a second language. This study contains a systematic review of published articles about gamification in English from 2012 to 2022. It was limited to articles and thesis studies with quantitative and mixed methods.

1.5. Statement of Problems

- 1- What is the distribution of studies in the usage of gamification method in English education in terms of species?
- 2- What is their distribution in terms of publication year?
- 3- What is their distribution in terms of research method?
- 4- What is the distribution in terms of sample selection?
- 5- What is their distribution in terms of data collection tools?
- 6- What is the distribution in terms of the duration they are conducted?

2. Method

2.1. Research Design

In this study, the meta-evaluation method was used. Meta-evaluation is a systematic review (Scriven, 1991) that examines and analyzes different studies in a specific subject area and reaches new results in this direction. Research on gamification in English education conducted in Turkey

was examined in the study. The purpose of meta-evaluation is to improve the evaluation process or future evaluations on the same subject, to reveal the strengths and weaknesses of the evaluation, and to provide information about the quality of the evaluation to those who will benefit from the evaluation (Cooksy & Caracelli, 2009).

2.2. Participants

The research sample consisted of thirty-eight studies in the National Thesis Center of the Council of Higher Education and the Google Academic databases, made between 2012-2022, on using games and gamification in English education. Since they are the most up-to-date databases in the field, the searches are carried out through these databases. The National Thesis Data System was especially used because the first data entry of the theses was made through it. At the same time, they were determining the universe of the research in the years 2010-2019. During these years, the strategic plan of the Ministry of National Education regarding the updating of the curriculum was carried out. When the studies between these years were examined, it was decided that the studies before 2012 should not be included in the scope of the research universe to keep the number of studies on the use of gamification in English teaching insufficient. The studies after 2019 were examined within the scope of the study to keep the research universe up-to-date and determine the usage of the gamification method in the implementation of the updated curriculum and determine the effects of this method. The studies examined within the scope of the research consist of master's/doctorate theses, articles, and papers. These studies were reached with the keyword's "games", "gamification", "game in education", "game in the curriculum", "games in English education", and "gamification in English education".

2.3. Data Collection and Analysis

The study determined articles, papers, and master's and doctoral theses published in games and gamification in English education. It aimed to present the defining features of these studies. In order to achieve this aim, it was decided to benefit from the studies published in Turkey from the studies that could be accessed from the National Thesis Center of the Council of Higher Education and the Google Academic database. The studies were included in this study by being eliminated from specific criteria following the subject of the study. The textual analysis was used to determine which studies would be included in this study. In this method, written materials containing information about the investigated cases are analyzed (Yıldırım & Şimşek, 2021). During the data coding, studies determined to be suitable for inclusion in this study were classified by giving a number and using the authors' names. Among the studies in the field of education in which the gamification method was used, those not related to English education were excluded from the sample pool. Likewise, studies related to English education but not using games or gamification were not included in this study.

3. Findings

In this part, the findings of the research in the usage of gamification in English education are presented. They are shown in figures, graphs and tables. The findings about the first sub-problem, "What is the distribution of studies in the usage of gamification in English education in terms of species?" are shown below. The distribution of the studies in terms of research type is presented in Figure 1.

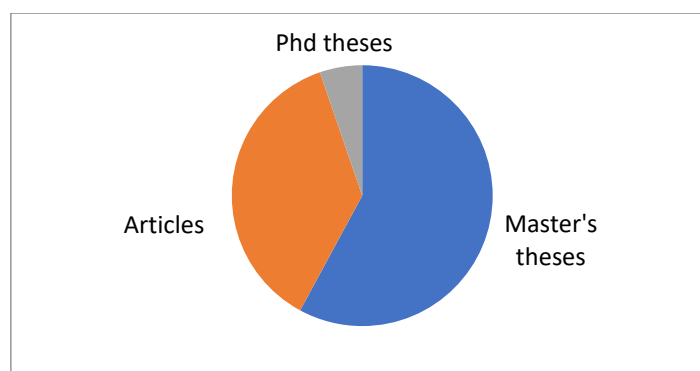


Fig. 1. Distribution of studies in terms of research type

When Figure 1 is examined, it is seen that the distribution of research in terms of research type consists of 22 master's theses, 14 articles, and two doctoral theses. Based on this information, it is found that 58% of the total studies are master's theses, 37% are articles, and 5% are doctoral theses. This shows that most of the studies are at the level of master's thesis.

The second sub-problem of the study is “What is their distribution in terms of publication year?”. The distribution of the studies examined according to the research year is given in Figure 2.

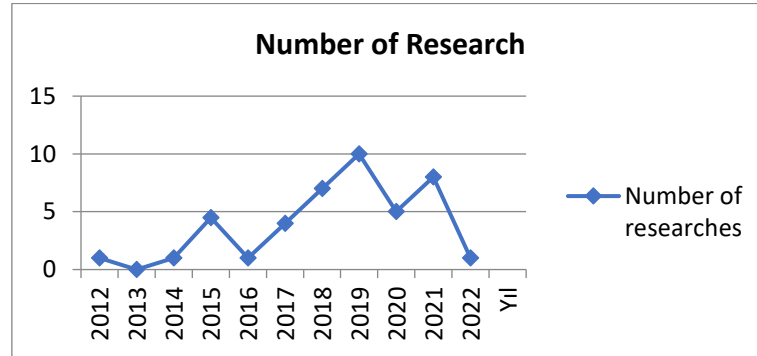


Fig. 2. Distribution of studies by research year

When the distribution of studies in the usage of gamification in English education is examined in terms of publication year, it is seen that only one study was conducted in 2012, 2014, 2016 and 2022. It is determined that eight studies were carried out in 2021, 5 in 2020, 10 in 2019, 7 in 2018, and 4 in 2017. Considering that we are in the first half of 2022 when the study is carried out, it is seen that more studies have been carried out in recent years. This shows that the gamification method has started to attract attention in language education recently.

The third sub-problem of the research is “What is their distribution in terms of research method?”. The findings related to the research methods used in the studies examined within the scope of the study are presented in Figure 3.

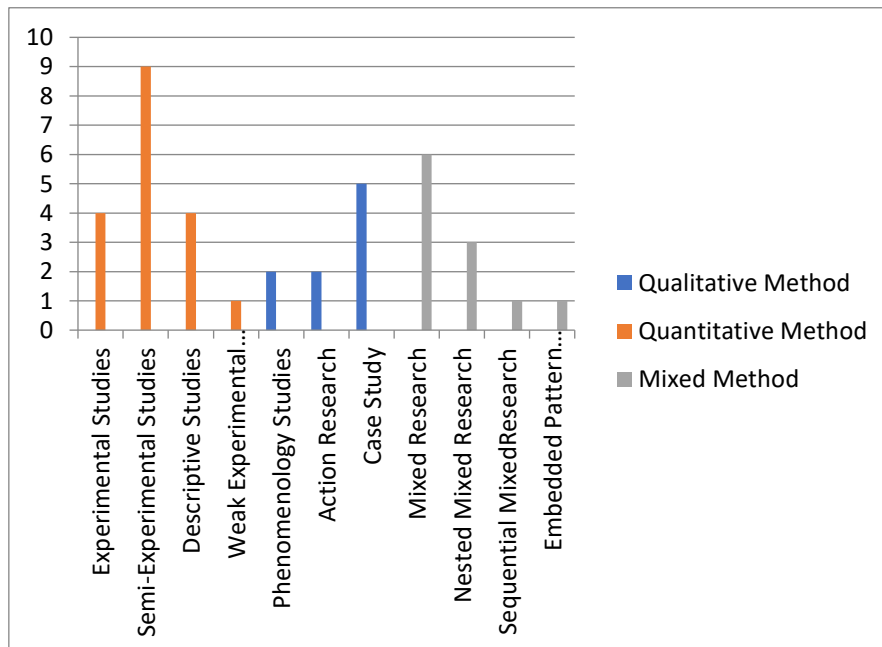


Fig. 3. Distribution of studies in terms of the method used

When the studies are examined in terms of the method, it is determined that 18 of the 38 studies are carried out with the quantitative method (48%), nine of them with the qualitative method (24%) and 11 with the mixed method (28%). Nine (50%) of the studies conducted with the quantitative method are quasi-experimental studies, four (22%) are descriptive studies, four (22%) are experimental studies, and one (6%) is weak experimental study. When we look at the studies

conducted with the qualitative method, it is seen that five (56%) of these studies are case studies, two (22%) are action research, and two (22%) are phenomenological studies. Finally, when the studies carried out with the mixed method are examined, it is determined that six (54%) studies are conducted as mixed research, three (28%) as nested mixed research, one (9%) as sequential mixed design, and one (9%) as embedded design. This shows that the studies were carried out with various research methods. This diversity enriches the work carried out and the use of gamification.

The fourth sub-problem of the study is “What is the distribution in terms of sample selection?”. When the studies within the scope of this study are examined according to the sample selection, the resulting distribution is given in Figure 4.

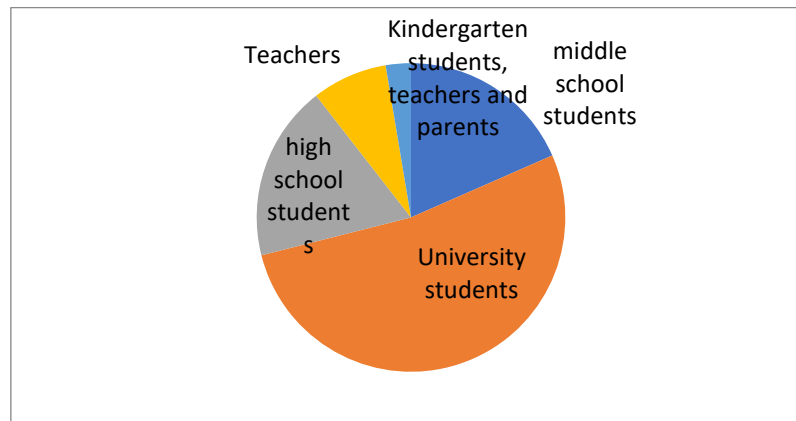


Fig. 4. Distribution of studies according to sample selection

When the given figure is examined, it is seen that secondary school students are in 7 studies, university students are in 20, high school students are in 7, and teachers are in three studies. In one study, kindergarten students, teachers and parents are included as a sample group. Based on this information, it turns out that middle school students are 19%, university students are 53%, high school students are 19%, teachers are 7%, and finally, kindergarten students, teachers and parents are 2% of the studies selected as samples.

The fifth sub-problem of the research is “What is their distribution in terms of data collection tools?”. The results are presented in Figure 5.

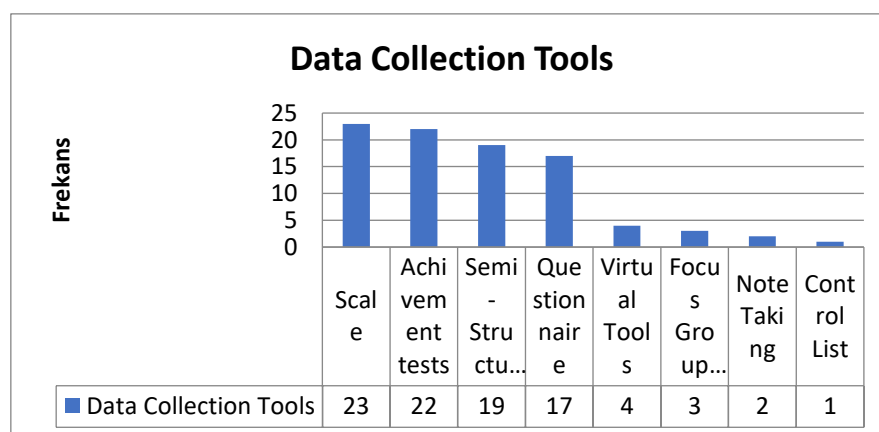


Fig. 5. Distribution of studies according to data collection tools

There are 23 researches using scales, 22 researches using achievement tests, 19 researches using semi-structured interview forms, and 17 researches using questionnaires as a data collection tool. When the number of data collection tools is compared to the total number of selected studies, it is seen that 60% of the studies use a scale, 57% use a success test, 50% semi-structured interview form and 45% use a questionnaire. It is noteworthy that in all the studies, one of these four methods is preferred. Except for the mentioned methods, virtual tools (electronic, digital, etc.) are used in 4 studies (10% of total research), focus group interview forms in 3 studies (8% of total research), and note-taking in 2 studies (5% of total research). One study (2% of the total studies) uses the checklist.

The sixth sub-problem of the study is “What is the distribution in terms of duration they were conducted? “. The results obtained by examining the studies within the scope of this study in terms of the period in which they are carried out are given in Figure 6.

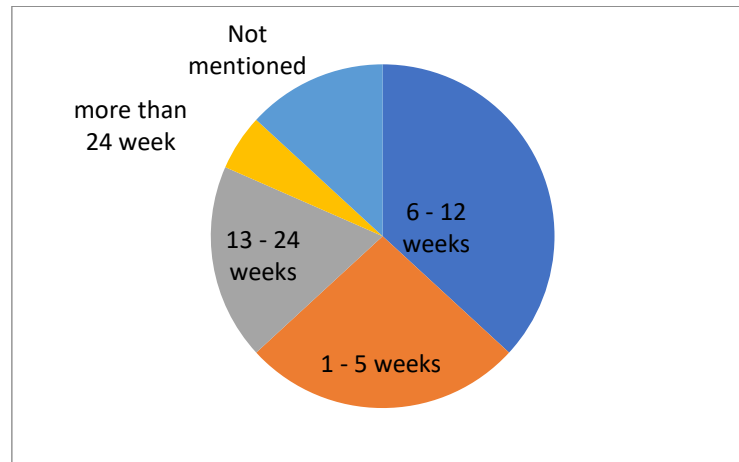


Fig. 6. Distribution of the studies according to the time they were carried out

When the figure is examined, it is determined that six studies last in six weeks, which is the most preferred research period. Among the studies examined within the scope of this study, the most comprehensive study last in five months, and the shortest one last in three weeks. The duration of the studies, divided by week intervals, is 6 to 12 weeks for 14 studies (37% of total studies), 1 to 5 weeks for ten studies (27% of total studies), 13 to 24 weeks for seven studies (18% of total studies). 2 trials are completed in more than 24 weeks (5% of total trials). In 5 studies (13% of total studies), the duration of the research is not mentioned.

4. Discussion

This study aimed to analyze the studies in the usage of gamification in English education according to the research type, publication year, method, sample, data collection tool and duration of the research. When the research included in the study is examined according to their types, it is seen that the research consists of 22 master's theses, 14 articles, and two doctoral theses. Choosing different types of research is very positive in terms of looking at the subject from different points of view and obtaining good results. However, the scarcity of studies on the use of gamification in English education in the type of doctoral theses draws attention. It is known that doctoral education is central to academic practices (Pyhalto et al., 2012). Based on this determination, it is necessary to consider the use of gamification in English education in new and different studies within the scope of the thesis process in doctoral education, which can be carried out in a broader time, allows to obtain more in-depth data, and to address the subject from many different aspects, to develop existing knowledge on this subject. It will be possible to say that it positively contributes to making the applications more efficient and disseminating.

When the studies on the use of gamification in English education are analyzed in terms of publication year distribution, it is seen that only one study was conducted in 2012, 2014, 2016 and 2022, and the number of studies starts to increase after this year. It is determined that most studies were carried out in 2019. When the place of the concept of gamification in the academic world of our country is examined, it is striking that the earliest determinations on this subject were made quite a long time before the mentioned years. Yazkan (2000) says that it is necessary to use gamification as an effective teaching tool to make language learning interesting for children and to meet their needs. This determination was made in the first year of the millennium when the world is entering a period in which technological developments would progress at an incredible pace. It reveals the fact that the concepts of gamification and language learning are not concepts that have been recognized and started to be discussed in our country after 2012. Despite this, it is pretty interesting that the studies on gamification in English education emerged only in 2012 and intensified in 2019 and beyond. It can be said that associating the concept of gamification and gamified education with technology and the development of technology has led to this situation. It can be evaluated that the

development of technology, the greater inclusion of technology in the classroom environment (interactive board, smartphones, etc.) and the accelerated hybrid/distance education during the pandemic increase the interest in gamification. However, gamification is not a process that is carried out only in the digital environment or through mobile applications. It is a step taken to learning, action and the basis of creativity, which allows the person to gain experience, success and self-confidence (Baştürk, 2004). Gamification is an educational method that developed primarily in the shadow and weight of the drama method and can be carried out in many different ways, including virtual tools. The opportunities and positive aspects of the use of this method in English education, the limitations and problems that may be encountered during use, the necessity of examining the whole process and the results in detail and the necessity of dealing with it more frequently emerge when the distribution of the studies in terms of publication year is examined.

When the studies were examined within the scope of the research method, it is found that 18 of the studies are carried out with the quantitative method, nine with the qualitative method, and 11 with the mixed method. Based on this determination, it is seen that the quantitative method is predominantly used in the studies examined. It can be said that the reason for the use of the quantitative method in almost half of the studies is that the researchers examined the use of gamification in English education, mainly revealing the advantages of using this method in English education and the deficiencies that it may reveal. Quantitative research aims to determine whether one of the variables affects the other (Ocak, 2019). It can be concluded that the researchers preferred this method in their studies using the gamification method in English education. When the nature of quantitative research and the objectives aimed to be achieved in these studies are compared, it is possible to evaluate that this selection will be beneficial in achieving the objectives.

The fact that the least used method among the studies examined within the scope of the research is the qualitative method can also be associated with the nature of qualitative research, and the research problems determined by the researchers in their studies are not suitable for this nature. Although qualitative research does not have a single definition, it can be considered that this relationship is an accurate finding when it is considered that perceptions and events take place in the natural environment and are a holistic presentation (Yıldırım & Şimşek, 2021). In general, the advantages and disadvantages that will arise due to the use of the gamification method in English education, rather than the more personal and accordingly qualitative methods such as explaining the use of gamification in English education, gathering opinions on this subject, bringing together experiences with individual expressions, it is seen that it is aimed to present the deficiencies and suggestions for the improvement of these aspects. From this point of view, it will be possible to say that the predominance of the qualitative method compared to other methods in research and the fact that the quantitative method is less in number present a picture that is compatible with the nature of the research.

Although the frequency of using the mixed method in studies is higher than the quantitative method, it is noteworthy that it lags far behind the qualitative method. It is known that the studies examined are on gamification in English teaching. These studies include methods and suggestions that will improve English education in general, such as being more effective in teaching English at different levels, transferring the desired acquisitions more effectively, and providing students with all aspects of the primary skills; the fact that the action research design, which is perhaps the most effective design in increasing the quality of education, identifying and solving problems, applying the methods directly and seeing their deficiencies and advantages, and transferring them to other educators and researchers, and which is carried out as mixed research, can be considered as a significant shortcoming. Providing the information that constitutes an essential part of the quality of education and professional development of teachers, action research critically considers education workers' schools and classrooms, the development and implementation of educational studies and initiatives, and the evaluation of the effectiveness of these practices. Along with these qualities, action research reflects the teacher's effort to solve teaching and classroom problems (Ocak, 2021). In the studies carried out on the gamification method, one of the methods used in English teaching to make education and training more efficient, the fact that the action research method was used very little due to the mentioned features is a shortcoming that the researchers should evaluate. By using the action research method and testing different approaches to gamification in English teaching, it will be possible to contribute to solving the problems encountered in English education and guide other researchers and educators. While it is known that research on gamification and its use in

education is essential in determining the theoretical framework of the subject, it should not be forgotten that it is equally important to focus on the application of gamification in English education.

As a result of the examination of the sample types preferred in the studies examined within the scope of the study, it was seen that secondary school students in 7 studies, university students in 20 studies, high school students in 7 studies and three teachers were selected as the sample group. One study determined that kindergarten students, teachers and parents were included as a sample group. When studies on language learning and English learning are examined, it is seen that the capacity to learn a language starts at a very high level at a young age and declines after a certain age (average of 17) (Hartshorne et al., 2018). From this point of view, it can be evaluated that selecting pre-university students, especially younger ones, as a sample will contribute to obtaining more effective results in improving English education. In the research examined within the scope of the study, the fact that university students were predominantly selected and the frequency of choosing early-aged students as samples was low (primary school students were not included in the sample, secondary school students were selected as the sample group in 7 studies and kindergarten students in 1 study) opens. Researchers and teachers, who aim to present a more effective education and training process by using gamification in English education, prefer especially early age student groups as a sample, providing English education in a more qualified way from an early age, identifying problems that may arise in all levels and age groups and presenting solutions. It can be considered to yield positive.

5. Limitations and Recommendations

This study was carried out in Turkey with the keywords "game" and "gamification", "game in education", "game in the curriculum", "games in English education", and "gamification in English education" and included in the National Thesis Center of the Council of Higher Education and Google Scholar databases. It was limited to articles and thesis studies with quantitative and mixed methods. For future work, it is advised that studies carried out on a global scale could be considered to get a better view of gamification and its usage in English language teaching. Findings of possible work on using gamification method in English language teaching and results are beneficial for improving the efficiency of the English language teaching process. It is also advised to focus on the effects of using the gamification method in English on four skills, individually or collectively (reading, listening, writing, and speaking). This is a powerful strategy to help teachers and learners of English teach/acquire four primary skills of English efficiently.

6. Conclusion

When the studies were evaluated in terms of data collection tools, it was observed that more than one data collection tool was used in almost all studies. It can be said that the use of different data collection tools is quite favourable for issues such as the reliability and validity of the research. It can be concluded that the frequency of data collection with the scale tool is higher than the other tools since the research examined within the scope of this study is mainly carried out with quantitative methods. It is known that data collection tools such as scales and achievement tests are frequently used in studies conducted with quantitative research methods (Ocak, 2019).

When the duration of the studies is examined, the reason for this is that education and training a process that spans time. Research related to this process must be carried out over a certain period. Educational research should also plan appropriately for these qualities (Creswell, 2017). From this point of view, it is a very appropriate choice that these studies related to English education and training were not carried out in a short period by the nature of education and training. In future studies, in order to increase the depth of data on the use of gamification in English teaching, the research period should not be kept short, the application of this method in different age and class groups, the use of student opinions on the use of the method, the gamification method's four basic skills (reading, writing, listening and speaking) in the English language can be offered to students through activities supporting their active use. With the implementation of the suggestions mentioned above, the advantages of using the gamification method in English teaching will be determined, as well as the problems that may arise as a result of this method, and it will be possible to reveal possible solutions to these problems. At the end of this process, it aims to ensure the realization of English education activities with the characteristics of being more effective, efficient and permanent.

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