

Oyunlaştırılmış Değerlendirme Yöntemlerinin İngilizce Öğretmen Adaylarının Kelime Öğrenme Süreçlerine Etkisi

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TELHİS (ÖZ)

Günümüzde oyunların yaygınlaşması ve milyonlarca insan tarafından oynanıyor olması oyunların eğlence amacının dışında da kullanılabilceği fikrini ortaya çıkarmıştır. Yabancı dil öğretimi de bu amaçlardan biri olarak görülmektedir. Etkili kullanıldıklarında, oyunların öğrencilerin geleneksel öğretim ortamlarından kaynaklanan sıkılma, dikkat dağınıklığı ve motivasyon eksikliği gibi olumsuz faktörleri önleyerek öğrenme süreçlerinde oldukça etkili olduğu literatürde vurgulanmıştır. Ayrıca, oyunların öğrencilere eğlenerek öğrenme ortamı sağladıkları için daha kalıcı ve etkili öğrenmenin gerçekleştiği, aynı zamanda oyunların değerlendirme aşamasında da oldukça etkili olduğu belirtilmiştir. Bu doğrultuda, çalışma kapsamında oyunlaştırılmış değerlendirme yöntemi kullanımının öğrencilerin yabancı dil kelime öğrenme süreçleri üzerindeki etkilerinin araştırılması amaçlanmıştır. Bu amaç doğrultusunda açıklayıcı karma desen araştırma yöntemi kullanılmıştır. Çalışmaya 28 deney 28 kontrol grubu olmak üzere toplam 56 İngilizce öğretmen adayı öğrenci katılmıştır. Uygulama kapsamında öncelikle öğrencilere 100 sorudan oluşan bir kelime sınavı ön-test olarak uygulanmıştır. Dört hafta boyunca süren uygulamada öğrencilerin haftalık olarak kendilerine verilen kelime listesine çalışmaları istenmiş, kontrol grubundaki öğrenciler geleneksel quiz yöntemi ile deney grubundaki öğrenciler ise Kahoot tabanlı oyunlaştırılmış değerlendirme yöntemi ile değerlendirilmiştir. Uygulama sonunda aynı kelime sınavı son-test olarak uygulanmış ve sonuçlar raporlanmıştır. Analizler sonucunda oyunlaştırılmış değerlendirme yöntemiyle değerlendirilen öğrencilerin geleneksel quiz yöntemiyle değerlendirilen öğrencilere göre hem süreç içi hem de süreç sonunda yapılan değerlendirmede daha başarılı oldukları ortaya çıkmıştır. Elde edilen sonuçlardan yola çıkarak, çalışmada ayrıca ileride yapılacak olan çalışmalara yönelik önerilerde bulunulmuştur.

The Effects of Using Gamified Assessment Strategies on the Vocabulary Learning Processes of EFL Students

Research Article

ABSTRACT

Prime Today, the prevalence of games and the fact that they are played by millions of people has revealed the idea that games can also be used for entertainment purposes. Foreign language teaching is also seen as one of these purposes. It has been emphasized in the literature that when used effectively, games are very effective in the learning processes of students by preventing negative factors such as boredom, distraction and lack of motivation arising from traditional teaching environments. In addition, it has been revealed that more permanent and effective learning occurs because they provide a fun learning environment for students. In addition, it was stated that the games were very effective in the evaluation phase. In this context, in this study, it is aimed to investigate the effects of the use of gamified assessment method on students' foreign language vocabulary learning processes. For this purpose, explanatory mixed research method was used. A total of 56 English teacher candidates, 28 of which were in the experimental group and 28 in the control group, participated in the study. Within the scope of the study, a vocabulary test consisting of 100 questions was applied to the students both in control and experimental groups as a pre-test. In the four-week application, the students were asked to study on the word list, containing 25 words each week, given to them on a weekly basis, the students in the control group were assessed with the traditional quiz method and the students in the experimental group were assessed with gamified assessment method using the Kahoot application. At the end of the application, the same exam was applied again as a post-test and the results were reported. As a result of the analyzes, it was revealed that the students who were assessed with the gamified assessment method were more successful in the vocabulary exam than the students who were assessed with the traditional quiz method. Based on the results obtained, suggestions for future studies were also made in the study.

KEYWORDS

Gamified Assessment, Vocabulary Learning, English Language Teaching, Game-Based Language Teaching.

INTRODUCTION

In the digitalizing world, millions of people from all age groups play games almost every day on mobile phones, computers, and game consoles. Perceptions of self-efficacy, and being rewarded for success can be counted among the reasons why games are so common (Cowley et al., 2008). According to Bandura (1997), self-efficacy is the capability of an individual to perform a specific task as it affects the individual's motivation and affective state. Rewards, on the other hand, have been proven to increase students' motivation and thus facilitate and accelerate their learning. In addition, games also engage the players in themselves due to the tasks, challenges, and rules it contains and offers to the players (McGonical, 2011). Considering all these benefits, games have also begun to be used outside of entertainment purposes (Lumsden et al., 2016). It is stated that education is one of these purposes with the utilization of game components and dynamics in education (Deterding et al., 2011). Therefore, it is possible to use the potential of games in language learning scenarios.

Since the foreign language learning process can be a long and sometimes complex process, students can sometimes get bored easily and lose their motivation, interest, and focus if the teacher is always using traditional teaching methods (Bakhsh, 2016). This makes the foreign language learning process a challenge, especially for teachers as they should find new ways and methods to motivate and interest students by taking into consideration the needs and expectations of their students (Harmer, 2008). Games are a very effective method that can be used to eliminate the factors that negatively affect the language learning process such as boredom and distraction in the classroom (Hanus & Fox, 2015). According to Quinn (2005), "learning is most effective if it attracts the attention and interest of the learner" (p. 11). This is exactly what games provide to students in language learning processes since games will appeal to students' needs and interests (Uzun et al., 2013). Therefore, as almost every individual loves playing games, it would be very beneficial to provide an environment where students can learn while having fun (Uzun et al., 2013; Akdoğan, 2017). In this context, related studies on the place, importance and use of games and gamified assessment in foreign

language learning have been examined and given under the title of literature review.

LITERATURE REVIEW

Games in Language Learning

Games are very valuable tools from an educational point of view despite the fact that they are not widely used (Squier, 2006). Martinson and Chu (2008) emphasizes that “games are effective tools for learning because they offer students a hypothetical environment in which they can explore alternative decisions without the risk of failure. Thought and action are combined into purposeful behaviour to accomplish a goal. Playing games teaches us how to strategize, to consider alternatives, and to think flexibly” (p. 478). By preventing the learning environments from being boring and ordinary, games attract students' attention, increase their motivation (Franciosi, 2011) and enable them to learn while having fun (Gozcu & Caganaga, 2016).

In terms of language learning, it has been stated that it is also possible to use games in foreign language classes and games have various benefits for students' foreign language learning processes (Perrotta et al., 2013; Al-Mahrooqi & Troudi, 2014; Ayumi & Chan, 2020; Wang & Tahir, 2020). Games turn language classes into a fun and motivation-enhancing environment, allowing students to experience an effective language learning process (Franciosi, 2011; Gozcu & Caganaga, 2016). In addition, games will also require students to interact, collaborate, and most importantly use the target language (Akdoğan, 2017). Many researchers have conducted studies (Chen, 2005; Simpson, 2011; Constantinescu, 2012; Bressler & Bodzin, 2013; Gozcu & Caganaga, 2016; Alyaz & Genç, 2016; Akdoğan, 2017) to identify the benefits of games in language learning for many years. In these studies, the general features of the games were stated as facilitate learning, student centered, creative use of language, promote motivation, utilize all four language skills, increase confidence, facilitate collaborative learning. In addition to such advantages, according to Stojkovic and Jerotijevic (2011), in some cases, there may be some problems in the use of games in EFL classes, such as discipline

problems, distraction from the purpose, and not attracting the attention of the student. Therefore, it is important language teachers need to be very careful when choosing and using games in order for the learning process to be effective. At this point, Constantinescu (2012) also emphasized some points that should be considered when choosing games. He stated that games should have aim, should be appropriate for the level of the students, and should be motivating by attracting students' attention. In addition, he also indicated that He also stated that games should be applicable and language practice should be the main focus of the games.

Use of Games in Vocabulary Learning

Learning a foreign language is a long, complex, and demanding process and involves learning four basic language skills. However, the basis of all these language skills is vocabulary as it enables the person to be able to understand the message in the target language and produce the target language (Burns & Silva Joyce, 2001; Tılfarlıođlu & Bozgeyik, 2012). Therefore, being proficient in vocabulary means being proficient in the language (Paribakht & Webb, 2016). The advantages and benefits of the games mentioned above can be used in foreign language teaching, as aimed in this study, to develop vocabulary skills.

Several studies show that, when used effectively, gamification can enhance learning process by raising motivation, engagement, active participation and creating a funny environment for learning (Su & Cheng, 2015; Boticki et al., 2015; De-Marcos et al., 2014). Palomo-Duarte et al. (2016) found in their study that using a vocabulary game application helped students to get engaged and involved in their own learning process and they significantly improved their vocabulary acquisition. Rankin et al. (2006) revealed that students who practiced by playing games were more successful in learning vocabulary than students who practiced with the traditional method. Similarly, Nakata (2008), in his study, stated that the integration of the game into the learning process enables students to get much higher grades. When these studies are evaluated in general, it is seen that the use of games enables students to be more motivated in their learning processes, to be more engaged, to be more successful and at the same time to have fun while learning.

Gamified Assessment

Gamified assessment is considered as an assessment method that makes the learning process fun by integrating game elements into traditional assessment methods (Song & Sparks, 2019). When used appropriately, this method has the potential to increase learner motivation, engagement, and decreasing anxiety (Attali & Arieli-Attali, 2015; Landers et al., 2017; Mavridis & Tsiatsos, 2016). However, one of the most significant points to consider with gamified assessment method is that it is necessary to pay attention to the suitability of the game elements with the skill that is intended to be developed and assessed (Kim & Shute, 2015; Hughes & Lacy, 2016).

In the context of language teaching, Gardner and Gardner (2012) state that games can be used in the assessment stage to support the learning process. However, learning should be the main focus of the assessment with a balance between assessment for learning and assessment of learning (Chappuis & Stiggins, 2016). Gamified assessment allows learners to learn their mistakes in an enjoyable environment and correct their mistakes inductively (Wood, Teräs & Reiners, 2013). Moreover, Mozzocet et al. (2013) indicate that assessment through gamification supports collaboration among students. In addition, the fact that the games have features such as rating, scoring and rewarding shows that the games also have the feature of giving feedback (Kocadere & Çağlar, 2015). It has been stated in the literature that feedback has a very positive effect on language learning (Hattie & Timperley, 2007; Herra & Kulińska, 2019; Amjad & Awan, 2020). Therefore, gamified assessment both provides feedback regarding their language performance to improve learning and provides results about the learning process (Wood et al., 2013).

When the studies in the literature are examined, it is seen that gamified assessment has positive effects on the learning process. For example, in their study, Berns et al. (2013) used an interactive 3D gamified online learning and assessment environment to facilitate students' language learning process and communicative competence in a quasi-experimental study. They concluded that students significantly increased their grades in post-test compared to their pre-test scores. Mahbub (2020), conducted a study to identify the attitudes of students toward the use of Kahoot as an assessment tool in language learning

process. The results showed that students found gamified assessment using Kahoot very entertaining, and motivating and hence reinforcing student's language learning process. In another study, Katherine et al. (2020) found that gamified assessment improved students speaking performance and also engaged students and increased their motivation toward target language use. However, unlike these studies, Hanus and Fox (2015) examined motivation, satisfaction and academic performance of 80 university students in a quasi-experimental study and they concluded that students exposed to gamification showed less motivation, satisfaction and lower academic performance.

In the light of the literature, this study aimed to eliminate the negative effects of factors affecting the language learning process such as distraction and low motivation caused by traditional assessment methods by using the gamified assessment method, and thus to positively affect the language learning process. Since the fact that the studies in the literature are mostly about students' ideas, perceptions or attitudes towards gamified assessment, and the lack of studies in the context of Turkey, this study aimed to investigate the effects of gamified assessment on foreign language learning process in this study. Moreover, since vocabulary forms the basis of 4 language skills, the main focus of this study was vocabulary learning.

In this context, the aim of this study is to determine the effects of using games as an assessment tool on EFL students' vocabulary learning processes. For this purpose, the study tries to find answer the following research questions:

1. Is there a significant difference between the pre-test and post-test scores of the students whose vocabulary learning processes were assessed with traditional methods?
2. Is there a significant difference between the pre-test and post-test scores of the students whose vocabulary learning processes were assessed with gamified methods?
3. Is there a significant difference between the success of the students who used traditional methods and gamified methods in the assessment of vocabulary learning processes?

4. What are the experiences of students who were assessed with gamified methods?

METHOD

In the study an explanatory design from mixed-method research was used to identify the effectiveness of gamified assessment on students' vocabulary learning achievements. The explanatory design consists of two stages. First, quantitative data is collected and analyzed. Then, qualitative data are used to better explain the quantitative data obtained (Gay, Mills & Airasian, 2011; Fraenkel, Wallen & Hyun, 2012). For this purpose, first, the quantitative data were collected and analyzed. Then qualitative data were collected and analyzed in order to support and explain the quantitative data. In the quantitative part, a quasi-experimental pre-test post-test control group design was used.

Sample of the Study

This study was carried out within the scope of the Oral Communication Skills course and the sample of the study consisted of the students who took this course. The sample of this study consists of 21 male and 35 female randomly selected 56 2nd grade undergraduate students studying at the English Language Teaching Department of a major state University in Turkey. Details regarding the selection and grouping of the students in the sample are given in the research process title.

Process

The study aims to determine the effects of using games as an assessment tool on EFL students' vocabulary learning processes. For this purpose, first, the students were divided into two statistically equal groups as the control and experimental groups, with a 100-question vocabulary exam as pre-test. The words in the vocabulary exam were selected from the most used words in the IELTS exam and a word list was created. Then, in order to determine any statistical difference between the pre-test mean scores of experimental and

control groups, independent sample t-test was conducted. The results of the t-test can be seen in Table 1.

Table 1. Independent sample t-test for the pre-test (Vocabulary Exam Score) results of the experimental and control groups

Variable	Group	N	\bar{X}	Sd	t	df	p
Pre-test vocabulary scores	Experimental Group	28	63.46	10.11	.085	54	.93
	Control Group	28	63.68	8.75			

It can be understood from Table 1 that there is no statistically significant difference between the mean scores of Experimental group ($\bar{X}=63.46$) and Control group ($\bar{X}=63.68$) in terms of vocabulary exam scores. [$t(54)= .93$, $p>.05$]. Hence, this shows that the groups are independent of each other.

Demographic information of the groups form after the groups were divided into control and experimental groups are presented in Table 2.

Table 2. Demographic information of the sample of the study

Groups	Male	Female	Total
Experimental Group	12	16	28
Control Group	9	19	28
Total	21	35	56

According to Table 2, it is seen that the experimental group consisted of 12 men and 16 women, while the control group consisted of 9 men and 19 women.

In the application process, it was aimed to teach the words in the vocabulary exam to the students in both control and experimental groups for 4 weeks. Each week, 25 words selected from the word list were given to the control and experimental group students a few days before the lesson, and the students were asked to study these words. Later in the lesson, the control group students were assessed with a traditional quiz, and the experimental group was assessed

using the Kahoot application. Kahoot is a free-of-charge online, interactive, game-based assessment application that allows the user to create online quizzes to engage students in learning. It can also be used in both in-class and digital learning environments. Using the Kahoot application, a quiz of 25 questions was prepared from the word list for the students every week and the students were allowed to participate in the quiz session via their mobile phones. Then, the students were asked to choose the relevant questions, the option they thought was correct, from their mobile phones. Students had 20 seconds to answer each question. After this time expired, they were able to see if the answer they chose on the screen was correct. This provided instant feedback to the students. In this way, students learned correctly from their mistakes during the assessment. After all the questions were answered, the leaderboard was shared with the students. This was repeated for 4 weeks. At the end of the process, a 100-question vocabulary test containing all the words in the entire word list was applied as a post-test. The study process is summarized in Figure 1.

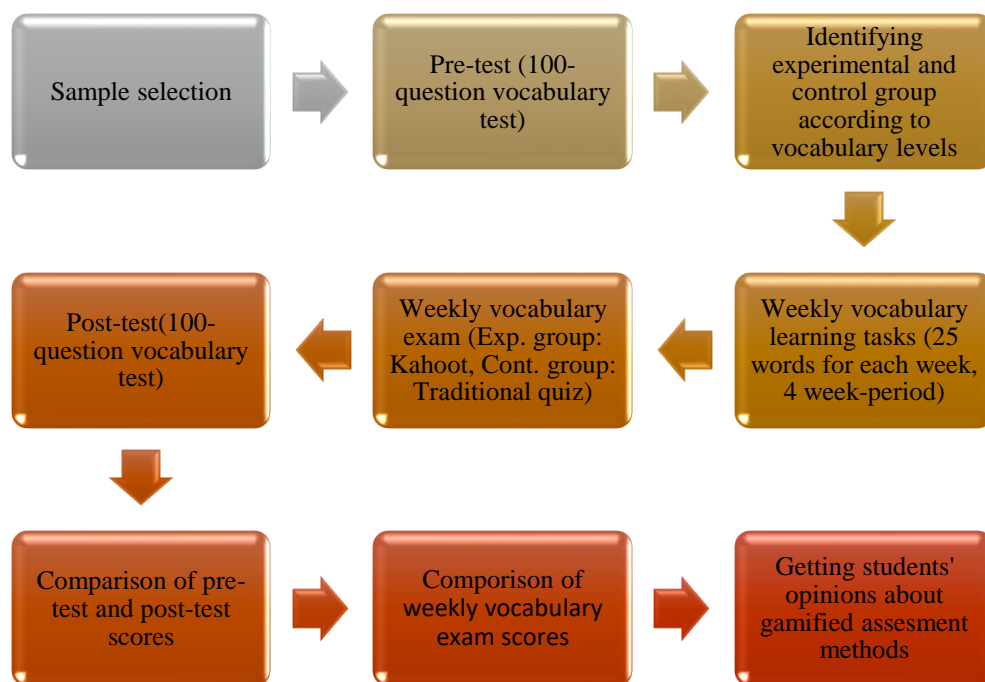


Figure 1. Study Process

After the completion of the application process and the collection of quantitative data, 10 students from the experimental group were interviewed using an interview form developed by the researcher.

Data Collection Tools

In the quantitative part of this study, which was conducted with a mixed research method, a vocabulary exam consisting of 100 words was used as a pre-test and post-test. The words in the vocabulary exam were chosen from the most commonly used words in the IELTS exam. In addition, this exam was divided into quizzes consisting of 25 words every week during the 4-week application period and used in the assessment processes. In the qualitative part, 10 randomly chosen students from the experimental group were interviewed using an interview form developed by the researcher. In this interview form, there were questions about demographic information and students' experiences about the application process.

Data Analysis

In the study, data analysis was carried out considering the relationship between data collection tools and research questions. After collecting qualitative and quantitative data with data collection tools, necessary analyzes were made according to each data type and research question. In the analysis of the quantitative data, SPSS 25 software was used. For the qualitative data analysis, the content analysis method was used by the researcher. The quantitative and qualitative analysis methods used for the research questions are given in Table 3 in detail.

Table 3. Data analysis methods used in research questions

Research Question	Analysis Method
1. Is there a significant difference between the pre-test and post-test scores of the students whose vocabulary learning processes were assessed with traditional methods?	Paired Samples T-test
2. Is there a significant difference between the pre-test and post-test scores of the students whose vocabulary learning processes were assessed with gamified methods?	Paired Samples T-test
3. Is there a significant difference between the success of the students who used traditional methods and gamified methods in the assessment of vocabulary learning processes?	Independent Samples T-test
4. What are the experiences of students who were assessed with gamified methods	Content Analysis

FINDINGS

In this study, quantitative and qualitative analyzes were made for the collected data and the results were presented separately for each research question.

In the study, in order to determine the significant difference between the pre-test and post-test scores of the students whose vocabulary learning processes were assessed with traditional methods, the paired-samples t-test was planned to be used. First, the assumptions about the t-tests to be made for each variable were tested. The results of the Kolmogorov-Smirnov test showed normal distribution for the control group ($p=.20$) in the pre-test and post-test ($p=.20$) Then the paired samples t-test was conducted and the results were given and interpreted.

Table 4. Pre-test and post-test vocabulary exam scores of control group

Variable	Group	N	\bar{X}	Sd	t	df	p
Pre-test vocabulary scores	Control Group	28	63.68	8.75	-.53	27	.60
Post-test vocabulary scores		28	65.21	13.06			

According to Table 4, it can be seen that there is no significant difference between the pre-test vocabulary exam mean scores ($\bar{X}=63.68$) and post-test vocabulary exam mean scores ($\bar{X}=65.21$) of the control group [$t_{(27)}= .60, p>.05$].

On the other hand, in order to determine the significant difference between the pre-test and post-test scores of the students whose vocabulary learning processes were assessed with gamified methods, the paired-samples t-test was planned to be used. First, the assumptions about the t-tests to be made for each variable were tested. The result of the Kolmogorov-Smirnov test showed normal distribution for the control group ($p=.20$) in the pre-test and post-test ($p=.19$) Then the paired samples t-test was conducted and the results were given and interpreted.

Table 5. Pre-test and post-test vocabulary exam scores of experimental group

Variable	Group	N	\bar{X}	Sd	t	df	p
Pre-test vocabulary scores	Experimental Group	28	63.46	10.11	-2.13	27	.04
Post-test vocabulary scores		28	70.46	19.02			

According to Table 4, it can be seen that there is a significant difference between the pre-test vocabulary exam mean scores ($\bar{X}= 63.46$) and post-test vocabulary exam mean scores ($\bar{X}= 70.46$) of the control group [$t_{(27)}= .04, p<.05$].

Finally, in order to determine if there is a significant difference in the success of the students who used traditional methods and gamified methods in the assessment of vocabulary learning processes, the independent samples t-test was planned to be used. First, the assumptions about the t-tests to be made for each variable were tested. The results showed that the groups were independent of each other, and the Kolmogorov-Smirnov test showed normal distribution for the control group ($p=.20$) in the pre-test and post-test ($p=.20$). Then the independent samples t-test was conducted and the results were given and interpreted.

Table 6. Weekly vocabulary exam scores of control and experimental groups

Variable	Group	N	\bar{X}	Sd	t	df	p
Weekly vocabulary exam scores (4 weeks)	Experimental Group	28	53.89	14.11	-2.29	54	.03
	Control Group	28	61.75	11.54			

It can be seen from Table 5 that there is a significant difference between the 4-week vocabulary mean scores of the control group ($\bar{X}= 53.89$) and the 4-week vocabulary mean scores of the experimental group ($\bar{X}= 61.75$). [$t_{(54)}= .03, p<.05$].

In the qualitative analysis part of the study, 10 students selected from the experimental group were interviewed using the interview form in order to support and justify the results obtained from the quantitative data. The collected data were analyzed by content analysis method and the findings were interpreted and the interviewees were coded as P1, P2, etc. In the interviews with the students, the students' experiences of the gamified assessment process with Kahoot generally focused on "entertainment, permanent learning, competition, and course satisfaction" and they were mostly positive. However, some students indicated negative opinions by expressing their concerns about some points about the application process.

First, most of the students stated that the assessment using Kahoot in vocabulary learning processes was quite entertaining and beneficial for them. Sample statements of the students can be seen below.

"I think it was a very beneficial process as we used to study harder because we learned by playing games and we were dying to finish at the top of the leaderboard." (P3).

P5 supported P3's statement by stating:

"First of all, I can say that it was a lot of fun. But most importantly, the words remained in my mind more in this way and I did not forget the meaning of almost any word."

"As someone who loves to play games, I think it is really fun to learn words by playing games with Kahoot, even though it is a simple application. I also find it useful because I can say that it helped me learn a lot of new words." (P2)

Secondly, students stated that gamified assessment using Kahoot provided a more permanent learning in terms of vocabulary learning because they indicated that Kahoot provided feedback regarding their responses to the questions and they were able to learn from their mistakes on their own. Sample statements of the students are given below.

"It was a very useful and fun process for me. Because even if I made a mistake, I could instantly see the right answer. This allowed me to learn the meaning of the word better, and in this way, I would not forget it easily."(P4)

"I could easily remember the words I learned in the vocabulary test, so I can say that it was very useful and fun." (P10)

Thirdly, the students stated that the competitive environment offered by the Kahoot application motivated them very much. Some of their expressions can be seen below.

“In the Kahoot quiz, I became the leader 2 times. This made me very happy because I got the highest score. It also increased my interest in the course.” (P8)

Similar to P8, P1 stated that *“We had a lot of fun as we were in constant competition. We also felt even happier when we saw that we were at the top places of the rankings.”*

Finally, the students expressed their feelings about how using gamified assessment affected their satisfaction with the course.

“Unlike other classes, I think I had a more enjoyable time. Naturally, this had a positive impact on my course performance.” (P1)

“Thanks to the very simple yet innovative Kahoot application, I learned how much fun learning vocabulary can actually be. This made it the course that I benefited the most and enjoyed the most.” (P4)

However, although most of the students expressed positive opinions about gamified assessment, some students expressed some negative opinions about the application process. For example, participant 6 stated his concerns by stating *“Frankly, it bothered me that the score ranking was displayed on the screen at the end of the Kahoot vocabulary game.”* He also added *“Sometimes I accidentally chose the wrong answer as the time was limited. This was affecting my ranking negatively, so I was getting demotivated.”*

CONCLUSION AND DISCUSSION

This study aimed to determine the effects of using games as an assessment tool on EFL students' vocabulary learning processes. In this context, necessary data were collected and relevant analyzes were made. The results showed that gamified assessment method had a positive effect on students' vocabulary learning processes. It also increased students' motivation, interest, and satisfaction in the lesson. This can be explained by the fact that games remove learning environments from being ordinary, as they have features such as providing learning while having fun, providing interaction between students, and increasing learning motivation (Franciosi, 2011; Gozcu

& Caganaga, 2016). In addition, the fact that games play an important role in permanent learning, thanks to their ability to provide cooperation, interaction, and, most importantly, to practice the target language (Akdoğan, 2017), can be shown as another reason for this situation.

The results also showed that gamified assessment, as emphasized in the studies of Constantinescu (2012), Bressler and Bodzin (2013), Gozcu and Caganaga (2016), Alyaz and Genç (2016) and Akdoğan (2017), created an enjoyable learning environment for students by eliminating the problems such as boredom, loss of attention, and low motivation caused by traditional classroom environments. This was also supported by the statements of the interviewed students. They stated that although the game used was a simple game, however, it was fun, especially with the leaderboard, which had a competitive atmosphere, and most importantly, the correct answers to the wrongly answered questions were instantly displayed on the screen thanks to Kahoot, and hence the errors were corrected during the evaluation and they experienced a very effective learning process.

Another notable result of the study was that students were able to get instant feedback by learning from their mistakes instantly, and they did this while having fun at the same time. This is supportive of the findings of Wood et al. (2013) that gamified assessment provides feedback to the students to correct their mistakes, thus improving the learning process. This was also supported by the statements of interviewed students as they stated that they were able to correct their mistakes immediately.

However, despite the fact that students mostly enjoyed the gamified assessment process, some students expressed that they were uncomfortable with their names and scores appearing on the leaderboard and for this reason, they stated that their motivation decreased. For example, a student stated that he was uncomfortable with the fact that the leaderboard that emerged during the game was displayed publicly and it was seen by his friends that he was in the lower ranks. He stated that this situation was sometimes due to the fact that he chose the wrong option out of excitement and this made him feel demotivated. Supporting this, Kocadere and Çağlar (2015) found that being low on the ranking could cause students to lose their motivation. As the reason for this, they emphasized that not every game mechanic will be suitable for

students and that it is necessary to be very careful when using games for educational purposes.

In general, the results obtained in the study showed that gamified assessment had a very positive effect on students' vocabulary learning processes. At the same time, it was seen that students both had fun and contributed to their permanent learning. However, although it was mostly seen that it had a positive effect, it was also seen that there might be negative and debilitating effects such as feeling of failure and feeling of demotivation due to various reasons. Therefore, while using games in foreign language teaching processes, teaching processes should be designed by considering these disadvantages. Further research can be conducted to determine the effectiveness of gamified assessment or using games in the teaching of vocabulary and other language skills for a longer period and with a larger sample group. In addition, different studies can be designed and the possible effects of gamified learning on affective variables such as motivation, anxiety and self-confidence can be examined.

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