

The Effect of Digital Game-based Teaching Methods on Students' Academic Achievement And Perceptions of Gamification in Turkish Education¹

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Abstract

The purpose of this study was to examine the effect of game-based grammar teaching on academic achievement in Turkish lessons. Wordwall was preferred as a gamification tool, and course activities were limited to the topics of "Verb conjugation suffixes" and "Semantic shift in verbs" in the 7th Grade Turkish course. The study was designed according to the quasi-experimental design, one of the quantitative research methods. A pre- and post-test design with a control group was employed, and the Verb Achievement Test developed by Antekin (2019) was used as the data collection tool. The study group consisted of 7th grade students in the city center of Kastamonu. Before the intervention, an achievement test was administered to two classes taught by the same teacher. The prepared games were integrated into the Turkish lessons of the experimental group, while the control group continued with traditional instruction. After the intervention, the same achievement test was applied again. The unique value of this study is that there are a limited number of studies on the use of the Wordwall tool in teaching Turkish. The analysis of the post-test results revealed that there was no significant difference between the achievement scores of the experimental and control groups at the 95% confidence level. Considering factors such as class achievement level and class size, it was concluded that the use of Wordwall did not reduce students' success.

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