Assessing the Perceptions of ELT Teachers on a Gamification Tool—A Scale Development

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Abstract

Technology is being blended to language teaching especially in classroom atmosphere to increase students’ motivation and learning. For this purpose, numerous gamification tools have emerged to be integrated in classroom teaching. Various kinds of tools are used widely in the world for different purposes in teaching and learning. Many of these tools are found to be motivating both by teachers and learners. There have been many studies on measuring the perceptions of learners on gamification tools; however, only few of these present studies aimed to emerge the perceptions of ELT teachers on the use of these tools. Considering the popularity and frequent use of this tool, it is a significant issue to find out teachers’ perceptions on the gamification tools.

The aim of this present study is to develop a scale to assess the perceptions of English teachers on gamification tools. The data analysis was carried out by employing the phenomenology method of qualitative research involving ELT teachers in scale development stage. Exploratory factor analysis (EFA) was employed to the scale aiming to reduce the dimensions. The descriptive profiles of participants (gender, age etc.) were compared by taking the factors of EFA into account. The results indicated that the scale is a valid and reliable assessment tool for measuring the perceptions of English teachers on a gamification tool.

Key Words: Gamification tools, ELT teachers, perceptions, phenomenology method, EFA