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BURSA ULUDAG UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

DEPARTMENT OF TURKISH AND SOCIAL SCIENCES EDUCATION

**THE PROGRAMME OF TEACHING TURKISH AS A FOREIGN
LANGUAGE**

**LEARNING TURKISH AS A FOREIGN LANGUAGE WITH
EDUCATIONAL DIGITAL GAMES: ANALYZING DIGITAL
TURKISH LEARNING GAMES AND DETERMINING THE
USABILITY AND THE VIEWS OF STUDENT'S BENEFITS
FROM EDUCATIONAL DIGITAL GAMES**

MASTER'S THESIS

Hend MOHAMED ABDELMONEIM HUSSEIN

BURSA

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Bu çalışmadaki tüm bilgilerin akademik ve etik kurallara uygun bir şekilde elde edildiğini beyan ederim.

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TO THE DIRECTORATE OF THE INSTITUTE OF EDUCATIONAL SCIENCES

As a result of the answers to the questions asked in the thesis defense exam concerning the Master's study "Learning Turkish as a Foreign Language with Educational Digital Games: Analyzing Digital Turkish Learning Games and Determining the Usability and the Views of Student's Benefits from Educational Digital Games", prepared by **Hend MOHAMED ABDELMONEIM HUSSEIN**, numbered 801973005 in the Department of Turkish and Social Sciences Education, Programme of Turkish as a Foreign Language, which was held in 29/06/2021 between the hours 17:00 – 18:00, it was decided **unanimously**, that the candidate's thesis/study is **successful**.

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EĞİTSEL DİJİTAL OYUNLARLA YABANCI DİL OLARAK TÜRKÇE ÖĞRENİMİ: DİJİTAL TÜRKÇE ÖĞRENİM OYUNLARININ ANALİZ EDİLMESİ VE ÖĞRENCİLERİN EĞİTSEL DİJİTAL OYUNLARDAN YARARLANMA DURUMLARININ VE GÖRÜŞLERİNİN BELİRLENMESİ

Bu tez iki önemli bölümden oluşmaktadır. 1.Türkçe öğrenmek isteyenlere, Türkçe öğreticilerine ve bu konuyla ilgilenen bilimcilere yol göstermek amacıyla tasarlanmış tüm eğitsel dijital oyunlar ve oyunlaştırılmış uygulamalar analiz edilerek özellikleri ve içerikleri ortaya koymak. 2.Bursa ilinde ve İskenderiye şehrinde yabancı dil olarak Türkçe öğrenen öğrencilerin Türkçe öğrenme süreçlerinde eğitise dijital oyunlardan yararlanma durumları ve bu oyunların verimliliğine dair görüşleri belirlenecektir.

Anahtar Kelimeler: Akıllı telefonla dil öğrenimi, bilgisayar ve taşınabilir cihazlarla yabancı dil olarak Türkçe öğrenimi, dijital oyunlarla dil öğrenimi, eğitsel dijital oyunlar, oyunlaştırma, yabancı dil olarak Türkçe öğrenimi.

Abstract

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LEARNING TURKISH AS A FOREIGN LANGUAGE WITH EDUCATIONAL DIGITAL GAMES: ANALYZING DIGITAL TURKISH LEARNING GAMES AND DETERMINING THE USABILITY AND THE VIEWS OF STUDENT'S BENEFITS FROM EDUCATIONAL DIGITAL GAMES

This study consists of two important parts. 1) This thesis, which is prepared with the target of guiding those who want to learn Turkish, Turkish teachers, and all researchers interested in this subject, will reveal the features and contents of the educational digital games and gamified applications designed with the target of learning Turkish as a foreign language by collecting and analyzing them and also will reveal their potential in developing various language skills. 2) The opinions of the students who learn Turkish as a foreign language in both Bursa and Alexandria cities on the efficiency of educational digital games in their Turkish learning process will be determined.

Keywords: CALL, DGBLL, digital game-based language learning, learning Turkish as a foreign language, gamification, MALL, PALL.

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List of Abbreviations

APP: Application

AR: Augmented Reality

CALL: Computer-Assisted Language Learning

CMC: Computer-Mediated Communication

COVID-19: Coronavirus Disease 2019

DGBLL: Digital Game-Based Language Learning

EFL: English as a Foreign Language

FSI: The Foreign Service Institute

ICT: Information and Communication Technology

IOS: Internet Operating System

L1: First Language

L2: Second Language

MALL: Mobile-Assisted Language Learning

OS: Operating System

PALL: Phone-Assisted Language Learning

SLA: Second Language Acquisition

TÖMER: Turkish Language Teaching Center

VR: Virtual Reality

ULU: Uludağ University

YTB: Presidency of Turks Abroad and Related Communities

YÖK: Higher Education Institution

1. CHAPTER INTRODUCTION

Planet Earth is a mix of God's different creatures. According to a study described by the most accurate ever in the field of Life on Earth, humans share the planet with as many as 8.7 million species. All these different species are sharing the same oxygen, water, and all the essentials of life with humans. However, God gifted and distinguished humans from animals and all the other species by giving them a brain and a "true language" that they use to express themselves and communicate with each other. Since humans are living on the same planet and sharing the same resources of life, knowing each others' similarities and differences, histories, cultures, and languages is very important. Language is the gateway between different communities and the best introduction to other cultures. Learning a second language has many benefits that make it essential for everyone. Besides its role in introducing other cultures, it also can improve personalities, brain health and even protect from some serious diseases as dementia and other cognitive disorders. This is a reason why over the last years, tests in bilingual or multilingual people are carried out not only by linguists but also by anthropologists, neurologists, psychologists, and behaviorists.

Turkish has always been a significant language, due to Turkey's historical, political, geographical, and economic position in the world. It also has many features that distinguish it from other languages. These features sometimes make it a difficult second learned language for foreigners. According to the Vistawide website (2004), there are approximately 6900 languages spoken around the world. In a study in which they arranged the 30 top most spoken languages, Turkish was number 21 with 75 million speakers, 60 million of them native speakers and 15 million speak it as a second language (Vistawide, 2004). According to the Ethnologue website, in the study

in which they arranged the top 200 most spoken languages in 2020, Turkish was the 17th most spoken language in the world with several users in all countries of 85,197,130 speakers 79,526,830 of them native speakers and 5,670,300 speak it as a second language (Ethnologue, 2020).

In the two studies mentioned above English was in the first order, which means that most of the world's population are English speakers. If the aim is the spreading of Turkish so one of the fastest ways can be teaching it to English speakers. Nevertheless, English speakers face difficulties in learning some languages which Turkish is one of them The Foreign Service Institute (FSI), has conducted a study to determine the number of months needed by English native speakers to become proficient in some foreign languages. The results of this study have been categorized into 3 categories; the easiest languages which take up to 23-24 weeks, the more difficult languages which take up to 44 weeks, and the most difficult ones which take at least 88 weeks. Turkish has been categorized in the second category along with Russian, Polish, and Finnish (Statista, 2018).

One of the problems that English native speakers face in their Turkish learning process is that Turkish is an agglutinative language, which means that the grammatical meaning is provided by adding the suffixes to the root-word. This means that a complete sentence in English is said in just a single word in Turkish. As a teacher of Turkish, or a learner of it, knowing the features of Turkish and the differences between it and the other languages, and following the new and effective raising technologies in the language learning and teaching fields is very important, and can be extremely helpful. Researchers and linguists too should be aware of such differences so that they can develop new and easier learning and teaching methods. DGBLL is one of the newest terms in these fields. Because most of the

review studies in these fields are focusing on languages like German, French, English, etc. and the rareness of it in the Turkish language this study has conducted.

This study focuses on the new methods that can ease the learning of Turkish and fits the era we are living in. The use of digital materials and digital games has always been important and its importance is becoming more obvious now specially after the spreading of Covid-19 everywhere in the world. Because of Covid-19, face-to-face education has intermitted in many countries, and the transition to distance education is a governmental decision in most countries now. By the compulsory transmsion to distance education, the importance of terms like Gamification, DGBLL, CALL, MALL, and PALL has normally increased as well. Here the important digital Turkish learning games and apps will be collected and analysed. Besides, the thoughts and opinions of 137 students learning the Turkish language in both ULUTÖMER and at Alexandria university will be presented. These data were collected by anlaysing the anwers and responses of the student to the online questionnaire that had been prepared by the researcher using Google Forms after sending its link to the students' emails.

Turkish is a widely spoken language, which makes learning it attractive for communicating, collaborating, or trading in various fields. It is said that there are about 83 million people in the world whose mother tongue is Turkish. In parallel with that, Turkish has a large number of speakers worldwide, and also the connection of Turkey to Eastern Europe, Central Asia, and the Middle East geographically and culturally, the desire of learning Turkish as a second language is climbing up recently. As a result, Turkey has developed significant strategies for international students. An example of that is The Turkish institutions such as YTB

and especially Yunus Emre Institution, which carry out important studies on the teaching and dissemination of Turkish.

There are some claims from the foreign Turkish learners that Turkish is a difficult language. Nevertheless, the fact is that the difficulty with learning Turkish is the same as any other foreign language. If the learner's native language is structurally different from the language they try to learn, it is normal when they face difficulty in thinking in this new language or learning it in general. One of the salient difficulties in Turkish for foreigners as mentioned above is that it is an agglutinative language. While most of the world populations speak inflected languages, which means that it is needed to change the way to communicate in Turkish, and it is what makes it harder for Turkish speakers to learn other common world languages.

One of the roles of researchers and linguists is to search for the problem, know the reasons for it, and then try to find different solutions. Since we are in the age of technology, it is easier now to find many and different solutions for any problem. In medieval times, individuals had faced lots of obstacles and problems to learn something, they had to travel miles and miles to be able to get an education. While today, everything has changed completely. Today it is enough that people just decide that they want to learn something and they will easily find many ways to learn it, maybe by watching Youtube videos or attending online courses or more and more choices, and all of this is due to the internet, which now makes every single detail in life easier.

As a result, of the modification that happened in the world's education recently by the information and communication technology (ICT), most families

now at least have a computer, smartphone, or tablet, as these new devices offer the possibility of accessing the internet anytime and anywhere. Some of the new technologies that have been implemented in language teaching or learning are terms like Gamification and DGBLL. Playing is a universal human behavior and something loved by most people of different ages. Recently, the number and types of games and the number of players are raising as well, which is due to the development of technology.

One of the newest studies that show the number of gamers worldwide is a study conducted in 2020 by the Statista website, which showed that there were 2.7 billion gamers across the globe in 2020. This result proves that playing games are something done by most people around the globe. The terms Gamification and DGBLL, focus on the use of the elements of one of the most enjoyable things an individual or a group can do, which is playing a game in languages educations, which will be outlined in a more detailed way in the third chapter.

Since 2019 the whole world has been struggling with Coronavirus disease. In the later period, the World Health Organization in 2020 has changed the name of the disease to “COVID- 19”. COVID-19 is a highly critical virus, which has been the reason for the death of many people. To be able to control the spread of that disease; which has spread over most of the nation in a short time, countries have implemented emergency action plans in many areas and also some measures such as using masks, closing stores, schools, universities, and restaurants have been brought into action.

With the aim of preventing the spreading of COVID-19, face to face education was intermitted in many countries. A transition to distance education was

the only and safest way for students, teachers, and everyone and it has become the preferred education concept worldwide. Distance language learning is not a new concept; it has existed for many decades due to its flexibility, lower cost, and versatility. Today the need and the importance of it have been increased.

By increasing the importance of distance education, the importance of terms like Gamification, DGBLL, CALL, MALL, and PALL has normally increased as well. Without computers, tablets, mobile phones and, the internet distance education and self-learning wouldn't be possible. CALL is the use of computers and computer-based resources in languages education. Since 1980s the usage of computers in language education has started. According to the history of this term, CALL divides into three phases (Structural, Communicative, and Integrative), which will be briefly outlined in the third chapter. Due to the more advanced groups of software, CALL also has improved in both technological and educational aspects as time went on.

Due to the new and different types of technologies, the foreign language learning process has been changing. Now there are lots of choices on our computers, tablets, and smartphones that can help us in this process. One of these choices that are helpful and widespread in the last years is the use of educational digital games and mobile apps. Some of those games and apps are designed with the target of learning more than a language and some of them are designed with the target of just a specific one. So collecting and analyzing the digital Turkish learning games and mobile apps and determining the usability and the views of student's benefits from them is one of this study's aims.

The study's first chapter includes a general introduction about the problem, the study's questions, and hypotheses, purpose, significance, and limitations.

In the second chapter, there are two main subjects. The first one talks about second language learning and things that can affect that, as motivation, technology, etc... Besides, some of the reasons and the ways to learn a second language are mentioned. The second subject talks briefly about the Turkish language and the history of teaching it but just as a second language for foreigners. Then the importance and some reasons of why it should be learnt it are mentioned. Also, it talks about the usage of some digital materials that can help and facilitate the teaching and learning processes. It also, talks about the terms of CALL and MALL. Here the most important apps are collected and analyzed according to the operating systems they are compatible with. After that, an introduction and a brief about the history of terms like Gamification and DGBLL, and more other information related to them are mentioned.

The third chapter is the methodology. Here information about the research design, participants, and detailed information about data collection and data analysis will be given.

The study's fourth chapter talks about the findings, which will be presented after the study's questions being answered and also, its hypotheses being verified by analyzing the data collected from the participants. Also, the digital games usages situation in teaching and learning Turkish, the learning gains, and the views of participants in both Turkey and Egypt, will be demonstrated by the findings.

Lastly comes the fifth chapter, which will be presenting the study's results and the findings. Here in the light of previous studies in the field of DGBLL, some suggestions will be discussed and recommendations will be presented.

1.1. Background of the Problem

Despite how the process of learning a new language is challenging, frustrating, and sometimes just downright difficult, bilingualism is becoming more of a highly-desired resume addition and the desire of learning foreign languages is increasing rapidly around the world. One of the most famous and oldest spoken languages is Turkish. In recent years, people from different countries and different regions in the world are coming to Turkey to learn Turkish or they are learning it in the Turkish teaching institutes found in their countries. Those institutes are not found everywhere and not all the people who want to learn Turkish can afford the course prices or have the ability to come to Turkey and learn the language from its native speakers. Seeking easier and cheaper ways to learn Turkish even from homes, some people prefer learning it by watching Turkish series, others by listening to Turkish songs, and others by using mobile applications and games, etc.

According to the Statista website, the number of internet users all over the world increased to 4.13 billion users in 2019, which indicates that currently, the majority of the globe is using the internet. The number of smartphone users has reached 3.5 billion in 2020 (Statista, 2020). This number is expected to be increased within the next few years, which makes it obvious that smartphones are becoming an indispensable and essential part of an individual's daily life. The video gaming industry is climbing up as well. In 2015 there were about two billion video gamers across the world, which will become more than three billion gamers by 2023 (Statista, 2020). People are becoming addicted to technology. If we use and evaluate this addiction correctly and beneficially in different fields of our daily life especially learning new things, lots of things can be better in our lives.

Games are one of the best pastimes known by people. It has an invisible power that can change the mood of someone completely in a positive way, it can be a great weapon to break the ice in the newly met groups, and at the same time, it has a pedagogical value, as it can be used as a fun learning or teaching method. There is a study conducted in Taiwan to determine the effects of “Bone”, which is an adventurous video game, on 35 college EFL students (Chen & Yang, 2011). According to this study, it is demonstrated that Bone helped improve the learning attitudes and language skills. Also, The students added that they liked the game design, which made playing the game enjoyable. By the results of this study, it is proved that this adventure game managed to enhance the student’s English language skills. There are many more similar studies conducted in the same field with the same aim (Yusny, 2013; Ebrahimzadeh & Alavi, 2017; Alamr, 2019; Ağaoğlu & Şad, 2020), but most of them were for English. The question here is what about Turkish!

After searching the previous studies in (YÖK) Thesis Center, it is found that the studies focusing on the usage of educational digital games/mobile apps in educating Turkish are limited according to the other foreign languages. As a result of searching some keywords like "Digital materials", "digital games", "educational digital games", "Turkish for foreigners", "Turkish as a foreign language", etc. only 8 scientific studies, 2 doctoral (Sülükçü, 2011; Erol, 2019) and 6 master theses (Kılıç, 2012; Sarıman, 2016; Tosun, 2016; Karagoz, 2019; Uçar, 2019; Yüksel, 2019) were found. The current Turkish learning materials, YÖK thesis center, compilation studies, and digital technologies, especially educational digital games, show that **educational digital learning games are rarely used in Turkish learning and teaching processes** and that there are very few scientific studies on

these topics (Barın ve Temizyürek, 2018; Güleç ve Özdemir, 2020; YÖK, 2020). This thesis has been determined by considering this need in the literature as its main subject is to collect and analyze the educational digital games and mobile applications designed to educate Turkish and also some other multilingual digital games and apps that include the Turkish language as well, which developed to work on different devices such as computers, phones, and tablets, and also to determine the opinions and the use of these games/mobile apps of their users on their efficiency.

1.2. Research Questions

After a literature review, (Erdem, 2009; Göçer & Moğul, 2011; Kahrıman, and others, 2013; Biçer, 2017; Çiftçi & Demirci, 2018) the study's following 7 research questions (RQ) will be answered.

RQ1. What is the current situation of language learning with educational digital games in Egypt and Turkey?

RQ2. How many educational digital games designed for educating Turkish as a second language are there on the market today?

RQ3. How do the educational digital games designed for Turkish learning show distribution according to the devices (Computer (online/offline, tablet, phone, game console (Playstation, X-Box, Wii, VR-Glasses, etc.)?)

RQ4. What are the technical components (Text, sound, film, interaction, etc.) of educational Turkish learning games?

RQ5. How is the distribution of educational Turkish learning games according to the target skills (vocabulary acquisition, grammar, listening comprehension, writing, speaking, etc.) they are designed for?

RQ6. Do Turkish learners benefit from digital Turkish learning games or for how much do they benefit?

RQ7. What are the Turkish learner's opinions about digital Turkish learning games?

1.3. Purpose of the Study

One of this thesis's purposes is to provide a technical and scientific contribution to the field of educating Turkish by presenting the current situation of the Turkish educational digital games and offering alternatives to non-native Turkish speakers who want to learn Turkish in an out-of-school context. In addition to that, it is also thought that the results of this study on learning Turkish with educational digital games will also contribute to learning other languages (Arabic, English, German, etc.) with digital games.

1.4. Significance of the Study

There are two important parts to this thesis. 1) This thesis, which is prepared with the target of guiding Turkish learners, Turkish teachers, and all researchers interested in this subject, will reveal the features and contents of the educational digital games and gamified applications designed for educating Turkish as a second language, by collecting and analyzing them. Besides, it will reveal their potential in developing various language skills.

2) The opinions of the foreign students learning Turkish in Bursa at Uludag University (ULU) and the Egyptian students who learn it in Alexandria at Alexandria University, on the efficiency of educational digital games in their Turkish learning process will be determined.

1.5. Hypotheses:

H1: Language learning with educational digital games is not sufficiently widespread in Egypt and Turkey.

H2: There are educational digital games designed for educating Turkish as a second language on the market.

H3: The vast majority of educational digital games designed for Turkish learning have been developed to fit some portable devices such as tablets and phones, with less or no games played with the other devices.

H4: The technical components of educational Turkish learning games are full of texts and they have no or few multimedia components.

H5: The majority of educational Turkish learning games are for learning vocabulary and grammar, and there are no or very few games to develop other skills.

H6: Turkish learners sufficiently benefit from digital Turkish learning games.

H7: The Turkish learner's opinions about digital Turkish learning games are positive.

1.6. Study Limitations

There are two groups of participants for this study. One is the foreign students who came to to learn Turkish at (ULU) TÖMER in 2020-2021. The other one is the Egyptian students who are studying in the Turkish department at Alexandria University the Department of Oriental Languages (Turkish department).

2. CHAPTER LITERATURE REVIEW

2.1. Second Language Learning

A mother tongue is the first language acquired by a baby. Any other language or languages learned or acquired after that first language is the second language. With an increasingly globalized, multilingual world, people have become more meta-linguistically aware, and their desire to learn foreign or second languages has increased. Before starting this chapter, it is important to know the difference between monolingual, bilingual, trilingual, multilingual, and polyglot; A monolingual is someone who knows or able to use only one language. A bilingual is a person who knows two languages. In other words, a bilingual is the one who knows a language other than his mother tongue. According to statistics, bilinguals are the most prevalent in the world with 43%. A Trilingual is one who can speak three languages fluently. Multilingual is someone who speaks more than 4 languages. Finally, a polyglot is one who masters several languages at the same time.

Languages are different from each other. Each language has its sound, alphabet, idioms, similes, metaphors, etc., which differentiate it from the other languages. Languages are like a candy bag with different colors and tastes. The colors that attract the eyes make the person want to try them all to find his favorite taste, when the person manages to find the favorite taste, he or she starts eating the same color of the candy until finishing it. After that, the person starts to choose another color with a new different taste, and so on. As the different colors of candy come with different tastes, the different languages come with different souls. So the more languages a

person learns the more they become full of souls and aware of different cultures!

2.1.1 The Definition of Second Language Term.

A human starts his life as a crying baby, then that baby starts to babble after babbling it starts saying just a single word, and by the time that single word becomes two words and finally a complete sentence. No one teaches grammar to babies, they just by listening to their parents and the people speaking around them, start acquiring their first language L1 automatically. Any language learned after that automatically acquired first language, is the second language L2.

Second Language Acquisition (SLA) is a different term from Second Language Learning. SLA is usually done subconsciously and it is the first language and the second languages acquired during childhood: here the acquiring does not need to have a conscious awareness of the rules of the language they just need a meaningful interaction in it. On the contrary, the process of Second Language Learning is consciously done. Here languages are learned consciously through practice, training, or experience. It is quite normal and important to wonder the elements needed to be able to acquire or learn a second language.

There are three SLA theories:

1-Creative Construction: says that when people get born they are usually born with a language system that makes it easy to them to learn or acquire their first language or languages.

2-Communicative language teaching: says that the learning process is completely learner-centered.

3-Cognitive Approach: is the ability of automatically construct the language and using it (Altenaichinger, 2002).

2.1.2 The Role of The First Language In Second Language Learning.

There are different opinions related to the effectiveness of the first language, some say that it has positive effects, and other opinions say that it has negative effects. The first language can have negative effects on the second language if there is a disagreement between the two languages. The negative transfer from L1 to L2 can happen in some skills and fields of the language may be in pronunciation due to the different alphabets, maybe in grammar, etc. Regarding the input (listening & reading) and output skills (speaking & writing), it usually affects more output skills. An example of negative transfer can be the Arab learners of the Turkish language, they usually mispronounce the Turkish 8 vowel sounds, as in their first language, which is Arabic there are only 3 vowels.

On the contrary, when the learner is learning two identical or semi-identical languages in some structure the first language can facilitate second language learning. When someone starts to learn a second language, his knowledge and recourse of the first languages become almost unavoidable, since it is the only linguistic knowledge that they have at their disposal. To explain the meaning of an unknown word many ways can be found maybe by a picture, or a definition, etc. It wouldn't be correct to say that one of these ways is the best way ever of explaining. However, according to some

studies, it is found that the most effective way of the ways mentioned above is the L1 translation (Lado, Baldwin & Lobo 1967; Mishima 1967; Laufer & Shmueli 1997).

2.1.3 The Role of Motivation In Learning a Second Language.

Motivation is like an invisible power that helps individuals sustain an activity for a long period, and pushes them to do whatever it takes to become successful and achieve their dreams and goals. Gardner and Lambert are two of the most important and famous names in this field. They are the ones who conducted the first experimental research determining the effectiveness of motivation in second language education. (AMTB) is the abbreviation of the test that was produced and used by Gardner in 1985 on the Canadians in his experimental research. AMTB, not just used by Gardner, but it has been used by other researchers around the world to determine the importance of motivation for the students who are learning a L2 (Mondada & Doehler, 2004).

Different purposes can be for learning a L2, some learn it just to get a better job opportunity, others may learn it to be able to interact with other communities and involve in the culture of other countries, while others may learn it with many other different purposes. Gardner and Lambert (1959) divided the motivation according to the purpose learner into three types (Integrative, Instrumental and Extrinsic Motivation). So if the learners have an educational purpose or just want to be able to get a good job opportunity the type of motivation they need is integrative motivation. If their purpose is interacting with other communities and involving themselves in other countries' culture they need instrumental motivation. If the learners are

somehow forced to learn this second language maybe for parental pressure or any other external pressures so the motivation they need is the extrinsic motivation (Ryan & Deci, 2002).

Motivation usually at the beginning starts high and then tends to decrease with time. That is why a supportive learning environment and materials are essential. If it's a classroom so it will be the teachers' role to motivate the students. But if the learning process is outside the classroom so the motivational factors should be found in the materials used by the learners in their L2 learning process.

2.1.4 The Role of Technology In Learning And Teaching a Second Language.

Technology has become essential in every day and to every kind of activity in our lives. It is used to be an indispensable part of educational practices. Today and by the spreading of COVID- 19 and the transition to distance education, the educational policy and system are under transformation in all around the world, and the importance of technology is becoming more obvious. Technology has a remarkable role in the spread and the change of foreign language learning and teaching techniques. It connected the countries and made it easier to be aware of the other cultures and languages that exist in the world. Most linguists and researchers agree that technology can provide a more fruitful and enjoyable language learning environment.

Nowadays the second language educating processes have changed. It is proved that the teaching/learning environment that includes technology is

more fruitful than lecture-based classrooms. One of the important studies in this field is Bordbar's study in 2010 proved the importance of the teacher's comprehensive of technology, technological expertise, and the cultural environment shaping behaviors toward computer technology in education. Another study was conducted by Shyamlee and Phil (2012), in which they focused on analyzing the use of multimedia technology. They found that when the students communicate with each other using multimedia technology, their motivations, and interests in learning increase.

It is known that wherever there is light, there is a shadow. Also, like everything in life technology has its disadvantages. Yes, technology can enhance the learner's knowledge, but at the same time, it can sometimes have negative effects on them. Some of the disadvantages that can be mentioned here are that computers have limited artificial intelligence, which makes it difficult to it to handle learner's unexpected learning problems and answer their questions as a teacher, also it may transform the learners into inefficient ones, who just rely on computers as most of the lessons can be easily accessed to them online while they are sitting in their rooms through their computers (Lai & Kritsonis, 2006)

Of course, many obstacles and challenges will be faced along this way, but as mentioned before, everything has its advantages and disadvantages. The real fact here is that the advantages of technology here in this field outnumber the disadvantages, and the really important thing here is knowing the disadvantages, working on them, and trying to transform them into advantages.

2.1.5 Reasons to Learn a Second Language.

Speaking in many tongues and being able to switch from a language to another is something that many people want to achieve. Mastering a foreign language is like having a new superhuman power, this power makes it possible to understand what a foreigner is saying and reply to them back by recalling the proper response in that foreign language and all of that is on time. Learning a new language does not have any downsides, but has plenty of benefits. Yes, it may seem like a hard task, but the good thing about it is that it can be done by anyone who has sufficient desire and motivation.

There are many reasons why learning a language can enrich lives, here are some of the best reasons why learning a second language should be something people should tick off in their bucket list.

1. Deepen the Connection to Other Cultures.

2. Boosts brain-power: Scientists believe that second language learning works in the brain the same way exercise builds muscles. The grey matter is the name of the part of the brain that is responsible for processing information. The results of some studies conducted to see the differences between monolinguals and bilinguals' brain found that bilinguals have more advanced grey matter than monolinguals especially those who learned a second language at a younger age (Kovelman, Baker and Petitto, 2008).

3. It makes travel easier and more interesting: Knowing the language of the country can save life, money and time. Wherever is the destination on a holiday, not knowing the official language of the visited country, increases the chance of facing many problems and, obstacles and the chance of being

deceived by locals increases as well. Some languages not only smooth the way where they are spoken as a first language but also they even can sometimes help in other foreign countries. For example, knowing Indonesian can help when traveling to Malaysia too.

So if someone wants to see the world, boost their confidence, gain perspective, strengthen their decision making, feed their brain, and get more and more benefits and chances, learning a second language can be the first step for them.

2.1.6 Ways to Learn a Second Language.

This process is not an easy one, but knowing the different ways that can help in this process can be the first important step that supports learners in their journey. One of the old and traditional ways that made people think about this process as just a boring and difficult one is the way of teaching just grammar and vocabulary without enabling the learners to put what they have learned into practice. It can be possible to say that learning and practicing the target language with its native speakers is one of the most effective ways. This can be by visiting the countries of its native speakers. For sure not everyone can afford such a choice to learn a second language. But the good news here is that it is possible to connect with native speakers from other countries easily from homes. It is important not to forget that this generation has more chances and choices than previous ones. With the help of technology, there is no need anymore to go to another country to be able to learn their language. Simply and from rooms people can connect with anyone from anywhere on Skype, not only Skype but also, many other

applications can help to connect with people from all over the world, an example of that is Hellotalk and Itaki apps.

Language learning is also based on repetition (Ghazi-Saidi & Ansaldo, 2017) and one of the most important things that should be done in this journey is studying the language every day. Every day here doesn't mean 24/7 it means not to break too long between study sessions, because these cut downs will make the learner forget what they have already learned. Studying for a couple of hours or even half an hour per day can make a noticeable difference by time.

One other easy and great way to learn a second language is watching television shows or movies in the target language, listening to songs, and reading books in this second language (Romanhuk, 2017). Televisions, computers, and mobile phones are now a part of everyone's daily life. If someone is not watching TV, they are possibly on their laptops, and if they are not using their laptops, they are probably surfing their phones.

There are many other methods and approaches to learning second languages, and choosing one of them as the best one would be incorrect. People are different and their preferences are different as well. For example, some people's method can be to start speaking the target language from day one, this may be happening by learning the basic phrases of the language and starting conversations with its native speakers. Others may prefer learning the target language by cooking recipes in their target language. Therefore, the point is all about finding the way or the ways that when used you will be enjoying this process.

2.2. Learning/Teaching Turkish as a Foreign Language

2.2.1 The History of Teaching Turkish as a Foreign Language.

The educating of Turkish has an important role in the communication of nations in each period of history. With the aim of meeting this need people tried to learn and teach the languages through grammar books, maybe dictionaries, and sometimes with practical speech books until the modern language teaching methods of today. After the Turks started to spread from Central Asia to the west, they recognized new geographies, new cultures, and new languages, and introduced Turkish culture and language to these different nations. The first work introducing and educating Turkish is *Divan-ı Lügat-Türk*, which was written by Kaşgarlı Mahmut in 1077 for the Arabs.

It is possible to list the different periods related to teaching Turkish to foreigners as following (Biçer, 2012):

1. Before and in (Kök) Turkish period.
2. The Uyghur period.
3. The Karahanlı period.
4. The Kipchak period.
5. The Seljuk period.
6. The Chagatay period.
7. The Ottoman period.
8. The Republic period.

In fact, Turkish has a very long, complex history, but this history can be also broken up into two main phases, the Turkish in the Ottoman Empire phase, that was wirtten with the Arabic alphabet and was a mix of Turkish,

Arabic, and Persian words, and the Turkish of the Republication phase in 1923, in which Mustafa Kemal Atatürk replaced the arabic alphabet with latin ones and purified the Turkish language from the Arabic alphabet and words.

2.2.2 Reasons To Learn Turkish as a Foreign Language.

From Turkish series and movies, it is obvious that, Turkey is a very attractive and stunning country. All the colors of nature and all the different climates can be found throughout the year. A snowing white winter, a mixture of orange and green hues colored Autumn, like a well-cared garden with all kinds and colors of flowers decorated Spring, and a Summer that can't be described by words. As a result, Turkey offers a bunch of different outdoor activities that can be done in it as Scuba diving, water rafting, hiking, hot air ballooning, etc... All these things and more make Turkey a must visited country. In 2018 Turkey ranked sixth in the countries with the most international tourist arrivals with 45.77 million arrivals (Statista, 2018). Therefore, learning Turkish will ease the journey to one of the most beautiful and most visited countries of the world.

Turkey's regional power as it is between Europe, the Middle East, and Asia, increases its role as an energy transmitter between The Middle Eastern countries and the Western World. Its economical potential, and the fact that it is the only secular and democratic Islamic country, make knowing Turkish like a weapon that increases the opportunity of having a well-paid job opportunity whatever the specialization of the learner is, and whatever his nationality is, due to Turkey's good relationships with its neighbors in the all the different specialties.

Also as it mentioned before and according to a research that arranged the top 200 most spoken languages in 2020, Turkish was the 17th most spoken language in the world with several users in all countries of 85,197,130 speakers 79,526,830 of them native speakers and 5,670,300 speak it as a second language (Ethnologue, 2020). These numbers prove how important and widespread is the Turkish language.

2.2.3 The Use of Digital Visual and Audio Materials In Teaching Turkish as a Foreign Language.

Whenever it is tried to talk about a different method in teaching or learning a language there is always something that is missed in that method. Maybe that method does not help in mirroring the language's culture or just focus on only one skill and does not help in developing the other language skills. Combining the use of both digital visual and audio materials can have a more steady effect, it can facilitate and accelerate the processes of learning and teaching Turkish in a great way. Some of the famous Turkish institutes as Yunus Emre and TÖMER started integrating such materials into their classes for their remarkable effect on the learning process. Here some of these effective digital visual and audio materials will be mentioned.

2.2.3.1. Using of videos and movies in teaching Turkish as a foreign language

As mentioned before, practicing the target language with its native speakers is a very effective way, but at the same time, it was mentioned that this is something that not everyone can afford. Movies and videos allow the learners to watch and live the real daily lives of their target language's native speakers. It gives a chance to the learner to enter into the culture and

see how the people of that language deal with each other, their reactions, and their way of responding to different situations in different fields. Movies not only teach vocabulary, greeting phrases or some grammar rules like most books and other materials do, they help in allowing the learner to live the situation itself and open their minds to the different possible ways of replying.

What makes this way a very good one in teaching Turkish for foreigners is that the Turkish culture is a very warm one. This will make the learners love and wonder more about the Turkish culture and the Turkish language after watching their movies especially, if the learners are Arab students, as there are many similarities between the two cultures. Also choosing the right movies according to the level of the learners is very important.

2.2.3.2. Using of songs in teaching Turkish as a foreign language

When someone feels bored one of the first things that can come to their mind is opening a song. Songs have a great power in setting people's mood into, and motivate them in a workout. The songs' power of being memorable due to their catchy melodies can make words haven't never heard before stuck into listeners' minds and tongues. Using songs can be a very fun and trusty method in learning or teaching a new language. Saying the lyrics with the singer and understanding it add an extra pleasure. Sometimes the desire of saying the lyrics with the melody pushes the listener "the learner" to open the lyrics and try to memorize it so that they can say it easily with the melody.

It is difficult to rely 100% on songs in the learning and teaching processes of Turkish or any other language, as songs can just help in things like supporting learners not to lose their interest and desire, developing some language skills as pronunciation, words acquisition, etc. The use of it in educating Turkish language to foreigners can be one of the best methods that support both the educating process itself and the language culture transition. Whether the learning process is in a classroom or not, choosing the appropriate songs is very important. People's taste in music is different and finding a song that is loved by everyone is not easy. One of the best types of songs that can be used while learning or teaching a language is the songs that have different versions in different languages as an example of that is "I Will Survive" song for Gloria Gaynor. This song has versions in more than 6 languages Russian, Japanese, German, etc. The Turkish version of it is 'Bambaşka Biri' for Ajda Pekkan. Using such worldwide famous songs in teaching or learning process can be very effective, as the learner's background of this song will make them feel more familiar with the lyrics.

2.2.3.3. Using of virtual reality glasses in teaching Turkish as a foreign language

Virtual reality glasses are one of the newest technology innovations used in education and more other fields. They can be considered as a combination of use of digital audio and visual materials but more. It is important to know that AR Augmented Reality and VR Virtual Reality aren't the same thing. Azuma (1997) defines AR, as it is a new rising technology that combines the real environment with virtual images. Glasses and headsets are the tools by which AR can be experienced through, but to

protect a meaningful learning experience it is more used on smart devices. While VR, provides a 360-degree of digital environment that feels real, this inspires the user and increases their motivation.

Turkey is a very attractive country for foreigners and one of the strongest reasons that make foreigners want to learn Turkish is visiting that stunning country. So the using of Turkey's beauty in teaching Turkish and make the learners feel themselves there by using virtual reality glasses might be very attractive and motivational method in the educating process of the Turkish language.

2.3. Computer and Mobile Assisted Language Learning

We all know how hard it can be to learn a new language, but with the variety of different methods help in this process, such as foreign language teaching apps and games, now it is not anymore as hard as before to become bilingual. Nowadays, there is an app for everything and every language. This study is to collect and analyze as much as Turkish language educating apps and games that can help Turkish language education apps and games that can help Turkish learners to learn Turkish fast and easily. Some applications offer to teach more than a language and some others have a target language. Also, some are teaching all four skills and others focus on just a skill. Some of them are for free and others are not...

Firstly we will talk about the terms of CALL and MALL. Then we will have an overlook of all Turkish language educating applications, and then we will analyze each important app in a detailed way by mentioning its materials, topics, skills it focuses on, number of users... etc.

2.3.1 Computer-assisted language learning (CALL).

It is a famous and fun method used in language education, in which the computer and its based resources are used in the educating process of a language. This term was established in the early 1980s. Beatty (2010) defined it as any process in which a learner improves his or her language by using a computer device. Software and Internet-based activities are the two categories of technologies used in them.

a) Software: Is the technology concerted to educate a second language.

b) Internet-based activities: These activities are different from the online versions of software that allow learners to interact with a networked computer. They are (CMC) computer-mediated communication in which learners can interact with other people via the computer and other application versions can combine both of these options (Levy, 1997).

2.3.2 Mobile-assisted Language Learning (MALL).

The idea of using mobiles in language education after the use of computers is a normal and logical step. They maybe can be more effective and helpful than computers as they are smaller and can provide the learners with their preferred materials anywhere and anytime. The market of smartphones now includes a variety of applications and games that make the process of learning lighter and more fun. Nowadays one of the easiest and cheapest ways to come to mind for learning a new language is installing apps or games. In this era, there are many technological devices, but it is possible to say that the most popular one among them is the mobile phone. There is no house that does not contain at least one mobile phone. So,

besides its availability in every house, it offers many options that help in learning a language (Yaman & Ekmekçi, 2016; Abdu Al-Kadi, 2018; Chaka, 2008).

2.3.2.1. What is an operating system?

The core system of any modern technological device is the operating system, and it is possible to say that it includes the software that manages everything of the device it runs on. For example, a computer without an operating system will not be able to manage memory, store files, switches between different apps on it, etc. The operating system has an indispensable role for each device and each device has its operating system that would be difficult running it on another device as they are coded in different ways.

There are five common Operating Systems. Apple IOS, which stands for Internet Operating System, and Google's Android OS, which stands for Operating system, are the two most common operating systems for mobile phones among them due to the daily use of mobile phones. In addition, there are another three operating systems, which run for PC Windows, Apple Mac OS, and Linux.

2.3.2.2. What is a mobile application?

Mobile applications, most commonly referred to as apps that refer to Application Softwares. Whatsapp, Facebook, Moovit, Meremrise, Trendyol, Nike+, etc are all mobile apps used almost daily by everyone. If the operating system of a Mobile is, Apple IOS so its apps are generally can be installed from app App Store, but if its operating system is Google's Android OS, so the apps are installed from the Google Play store.

2.3.2.3. What are the types of mobile applications?

According to the Charter Global (n.d.), there are three types of mobile applications:

1. Native Apps: - Apps developed for only one OS and cannot be used on another device with a different OS.
2. Hybrid Mobile Apps: - They are the type of website apps that use the elements of the other two apps types. They can work on any mobile device or OS as they are delivered using a mobile browser. Besides one of the clear advantages of these kinds of apps, is that they are to some degree easy to be developed.
3. Web-Based Apps: - They use a certain browser to run. One of these apps' advantages is that they can be reached from any device connected to the Internet (Jobe, 2013; Valdellon, 2020).

2.3.2.4. Classification of Mobile Learning Apps

There are a lot of learning apps on the market. From day to day the number of newly developed apps and the number of users are increasing. Most of the learners who prefer using learning apps during their learning process having difficulty choosing the suitable app for them, the app that is suitable for their level, and the one who will meet the learning purposes of their target language. To help the learners solving this difficulty and help them in choosing the app suitable for the apps are classified as follows:

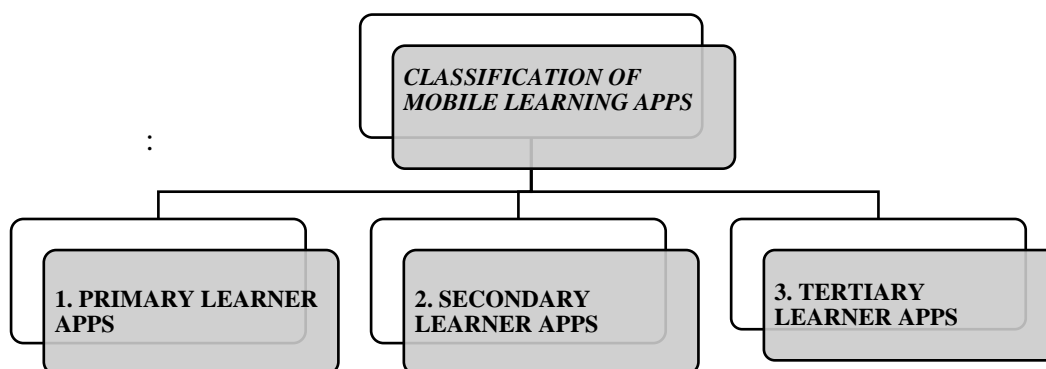


Figure 1
Classification of Apps




1. Primary Learner Apps

Primary learner apps are usually for children from 3 to 10 years who usually use mobile devices for playing games. Today, it is easy to change the period of a child's using phone or computer from a waste of time to a learning process. As it is mentioned before, there are a lot of educational apps available in the market and the important thing here is picking the right and suitable apps for the child. It's something known in each family and something that most parents can agree with is how their children get excited about using and playing with mobile devices. For sure young ones don't have enough experience that can enable them to choose what is good, suitable, and can affect them positively and what can harm. Here the role of parents and teachers comes...

Table 1

Examples of Primary Level Learners Apps

Primary Level Learners Apps				
<u>Logo</u>	<u>Name of the App</u>	<u>Target OS</u>	<u>Target Audiences</u>	<u>License</u>
		<u>Android- IOS</u>		




	Turkish for Kids	X	X	An app for kids, children, and beginners. It helps in learning basic Turkish words in a fun way.	Free
	Learn Turkish For Kids	X	X	An educational app in which children can improve their vocabulary by playing games.	Free
	Gus on the Go: Turkish	X	X	An educational app in which children can learn basic vocabulary as shapes, colors, and more with visual and auditory lessons.	Licensed

2. Secondary Learners Apps

These apps are for students from 12 to 17 years. As an example from the studies conducted to experiment the effectiveness of mobile apps on the high school students vocabulary development is Jennifer Betsy Redd's study in which she proved that mobile devices and the use of their apps affected the development of high school students vocabulary positively and that was by introducing a gaming app using iPod. (Gangaiamaran & Pasupathi, 2017, 4).

Table 2

Examples of Secondary Level Learners Apps


Secondary Level Learners Apps					
Logo	Name of the App	Target OS		Skill	License
		Android	IOS		
	Memrise	X	X	Vocabulary Acquisition	Licensed
	Duolingo	X	X	Vocabulary Acquisition	Free
	Rosetta Stone	X	X	Vocabulary Acquisition	Free



3. Tertiary learners Apps

College students and adult learner groups are included in this classification. The market of apps is full of apps for this classification, but the lack here is in the suggestions and recommendations for them about the relevant apps for them.

Table 3

Examples of Tertiary Level Learners Apps

Tertiary Level Learners Apps					
Logo	Name of the App	Target OS		Purpose	License
		Android	IOS		
	Duolingo	X	X	Teaching second languages	Free

	Trello	X	X	Project management and team organizations	Free
	Nike training club	X	X	Sports App	Licensed

2.3.3 The categories of Apps.

From 2019 to 2020, the growth rate of the global downloads of Mobile apps and Games is 31% for Google Play Store, and 2.5% for the Apple App Store (Buildfire, 2020). In Google Play, there are 33 categories of apps, and in Apple's App Store, there are 24 categories. From all these app categories there are seven most famous and used ones. Since the average personal time spent playing mobile games it is not surprising that the most popular category is gaming apps.

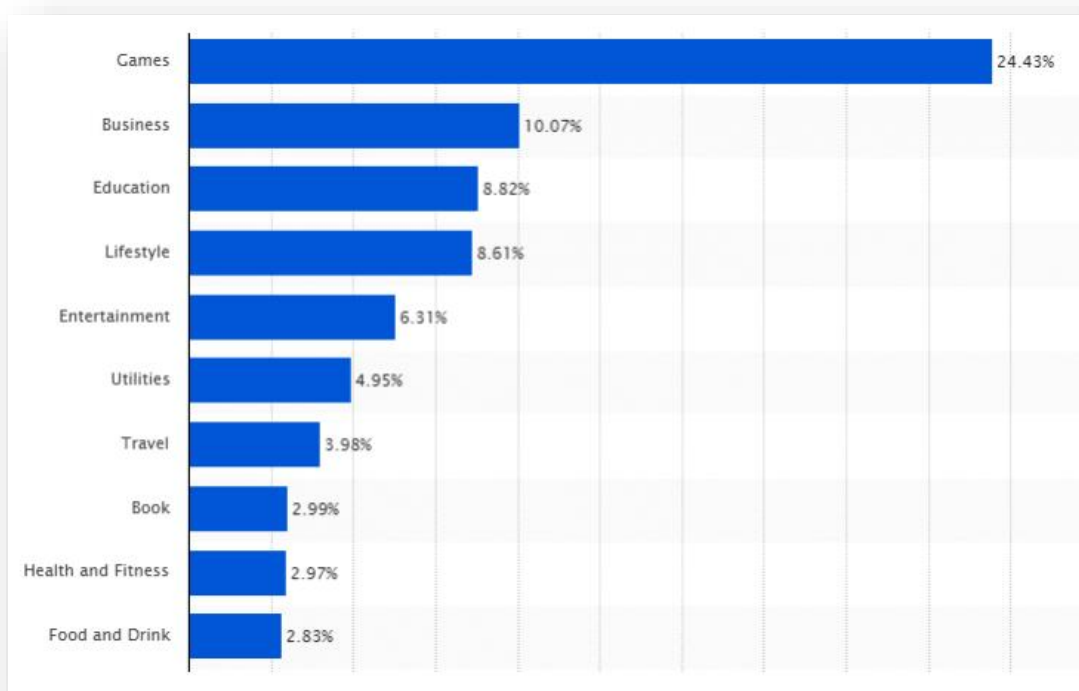


Figure 2

The Most Popular Apple App Store Categories in November 2019

(<https://www.statista.com/statistics/270291/popular-categories-in-the-app-store/>)

Gaming Apps: - With the increase in the use of Smartphones, day by day the use of mobile games is becoming more and more popular as well. As shown in the chart above games is the widely used and the most demanded category of apps. A difference between gaming apps and other apps is that it may be enough to install only one travel app or lifestyle app on a device, but for games, it is difficult to find only one game on a device because people choose the game they want to play according to their mood, which is never stable. Some examples of game apps: Solitaire, PUBG, 8 Ball Pool, Candy Crush.

Business Apps: - The software that is designed with the target of solving a business problem is referred to as productivity apps or business apps. This category is the second widely used and most demanded one after Gaming apps. Running a business is not easy but business apps can make it easier, they are also designed in a way that makes them easily used by anyone with any IT experience. Some examples of business apps: Adobe Acrobat Reader, Indeed Job Search, LinkedIn.

Educational Apps: - The software programs that help the learners in their learning process whenever and wherever they want are referred to as educational apps or e-learning apps. This category is the one this study is focusing on and the most important one for it. These apps include a lot of materials, activities, pictures, videos designed to facilitate the learning process and add a taste to it. They enable their users to learn whatever they

want in the time they feel that they want to learn, unlike schools or courses that have a specific time and specific place. Some examples of educational apps: - Lumosity, Duolingo, TED.

Lifestyle Apps: - This category includes most of common human interests and activities. Fashion and shopping apps, exercise, workout and fitness apps, diet apps, etc are all covered under this category. These lifestyle apps are becoming indispensable in everyone's life. Some examples of lifestyle apps: - Trendyol, Moovit, The DailyHoroscope.

Entertainment Apps: - These are the apps that whenever people feel bored use it. They are the apps the user spends most of the time using it posting their photos, watching movies, chatting with family, friends, and even strangers, watching worldwide videos. Besides some of these apps are now a reason that a lot of unknown people became famous as it allows talented ones to present their talent to the entire world in a free and easy way as Tiktok, Instagram and at the same time, some of them are a source of income for a large number of people as Youtube. Some examples of entertainment lifestyle apps:- Netflix, Snapchat, Instagram, Tiktok.

Utility Apps: - These apps take the shortest time of use from the users, but at the same time, they are considered apps used by everyone who has a phone. It takes only a few minutes to get things done on these kinds of apps. Some examples of utility apps: - Flashlight, QR.

Travel Apps: - The target of this category of apps is obvious from its name. They are apps that make journeys safer and more comfortable. Some of them offer help in booking tickets online, in guiding to unknown

locations and sites, in finding accommodations, others help in overcoming the language barrier by providing some translation assistance. Some examples of travel apps: - Pegasus, Uber, Airbnb, Google Earth.

This chapter will be focusing more on Educational Mobile Apps especially the Apps designed for teaching the Turkish Language as a second language for foreigners, and then the most important apps according to their operating systems are going to be listed. But, before starting this let's firstly have a look at the operating systems we have.

Here the most important apps that educate Turkish especially to foreigners according to the operating systems they are compatible with will be listed.

2.3.4 The Most Important Apps Designed With The Target of Teaching Turkish.

2.3.4.1. Apps compatible with the 5 operating systems:

1- Duolingo



It is difficult to find someone who is interested in educational apps and does not know Duolingo. It offers to teach a bunch of different languages including the Turkish language to people with different native languages by images, listening, and speaking exercises, and also it explains the grammar and all of this is just for free. According to the Senor Tower website (2019), it is the most downloaded education app in the world.

2-Memrise



Memrise is a pocket-sized app useful for on-the-go learning. Aside from learning languages, this app also allows the learner to learn subjects such as history, science, and pop culture. While memorizing new words, the learner gradually expands 'their garden' and later cultivates in the part of

their brain responsible for long-term memory. There are also listening exercises recorded by native speakers and grammar points are explained as well. Again, this is one of the apps that work in offline mode. Initially, it can be used for free but then it has monthly and lifetime membership costs.

3- Learn Turkish Free / Mondly



Mondly is a language learning app that wins a few awards. It's a combination of daily lessons focused on games and translations into the learner's native language, this is combined with innovative features such as the augmented reality lessons and a chatbot. The app offers a virtual dialogue and allows the responding to conversational prompts, such as a general greeting or a restaurant role-play. The app suggests some responses to these dialogues, but at the same time, it also accepts other correct replies. It costs \$9.99 per month.

4-Babble



Babble is another good and free app for learning Turkish as well as a bunch of other interesting languages such as Polish, Indonesian and Dutch. With pronunciation tests and guides, the app ensures the correct pronunciation of words. After picking the proficiency level, the possibility of learning language skills that fit almost every need during a conversation starts. This app makes the learner wants to continue to the next level and keep learning, due to its great design and sleek appearance. It's for free.

5- LinGo Play



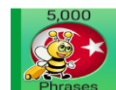
It is a free app that focuses on teaching vocabulary and phrases through flashcards and games. It is available in 33 languages, including Turkish. It recommends its users use it at least for only 10-15 minutes per day.

6-Rosetta Stone



Rosetta Stone has been awarded 3 times. It costs \$179. This application includes 24 languages. Learners can download lessons to do everything offline, accessing different kinds of exercises, and never see an annoying ad. Here there is no need to memorize a long list of vocabulary. The app allows its users to practice all four language skills in their target language.

7 -Speak Turkish



This free app includes over 5,000 Turkish phrases. It's helpful for both non native Turkish speakers who want to learn it as a L2 and also those who just want to learn a few basic phrases that help them while visiting Turkey in just a fast and enjoyable way.

8-Learn Turkish Vocabulary & Words Baby FlashCards



This is a free simple and beautiful language learning application that encourages the learners by beautiful cards, listening to the native speaker's accent, and try to speak. It also contains more than 30 categories. Here the learner will learn vocabulary effectively in an enjoyable way!

9- Learn Turkish Free



It is a perfect free simple app for both beginners and advanced users. It includes High-quality translations made by Turks. No Internet connection is needed to use it.

10- Google Translate



This free app is generally used for translating texts, handwriting, and voices. It offers the ability to enter text manually, drawing it, speaking it, or even taking a photo of it. Besides, favorite translations can be saved so the user refers to them quickly whenever they like. It also can translate from and to any language without an internet connection the only thing that has to be done is downloading these languages to it.

11- Beelinguapp: Language Learning



Beelinguapp is a free app designed for those who seek a unique learning experience that involves books. The app offers children's stories, short stories, novels, and more with an audiobook reader in a variety of dialects. The user can read the story themselves if they prefer and see it in both their native language plus the one they are learning on the same screen.

2.3.4.2. Apps compatible with only Android, IOS, PC Windows, and Mac:



12- Busuu

Busuu is a free app available in several different languages, including Turkish. One of its significant features is connecting learners with native speakers. After learning a bunch of thousands of words and key phrases, it offers the ability to interact with other users to practice what has been learned. It includes audio and visual techniques to learn with the aid of photos and voice. Besides it also includes a travel course section featuring basic expressions, transportation, help for going out around the town, handling money, shopping, eating, making plans, and planning

accommodation. After mastering all the levels, you can even start correcting others' exercises to earn 'Busuu-berries' as well as making online friends.

13-TurkishClass101



TurkishClass101 is specially designed for beginners and intermediate learners. It has audio, video lessons accompanied by transcripts prepared by Turkish native speakers. All are completely downloadable.

14- Master Ling



This is a free app that includes a variety of mini-games and interactive learning techniques, which make the learners able to immerse themselves in the Turkish language only by just using their smartphone. Whether the learner is a complete beginner and doesn't know any Turkish words and wants to learn the basics of the language, or already pretty fluent and wants to learn advanced Turkish, Ling will be helpful for both of them.

15- Blarma



With this free app, the learner can learn about at least 5 Turkish words per day with effective pictures and audio pronunciations and enrich their vocabulary by learning Turkish verbs, adjectives, nouns. It also improves pronunciation skills and memorizes the most common Turkish words in less time.

16- Learn Turkish - 50 languages



This free app focuses on vocabulary. It includes 100 lessons. It teaches short daily used sentences by audio and texts. It is recommended for beginners.

17-Learn Turkish Words



Learn to speak Turkish for Travel, Business, Dating, Education & School. The app is free and offers a flashcard dictionary with translations of 10,000 words in Turkish, Turkish lessons for advanced learners, adults, and children at 100% Free Beginner level.



18- FREE Turkish by Nemo

This free app teaches the most used words in the Turkish language. It includes audio recorded by native speakers. These audios can be downloaded to the user's device and are available offline. It also offers the ability to simply recording a phrase and then hear it next to the teachers.

19- Learn Turkish Phrases Audio Offline



This free app includes 1010 recorded common Turkish phrases with sound which all can be used without a network. It is useful for learning traveling words. This app helps in pronunciation, vocabulary, grammar, travel conversations. It also includes a lot of stories.

20- Speak Turkish: learn Turkish Language Offline



The offline Turkish learning application carries 5535 words. Contains phonetics of pronunciation, pictures, and words for easy learning. It is a free app. It will help learners increase their vocabulary and speak Turkish.

21- تعلم التركية بالصوت (Learn Turkish with voice)



This app contains the most important words and the most famous chats in Turkish translated into Arabic with its pronunciation and the possibility of slow display. Every word and every sentence is written in Turkish and also written in Arabic so that it helps the user to know how to

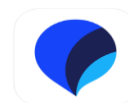
pronounce the word or sentence. The app is free and works without the internet.

22- Drops: Learn Turkish language and words



Drops is a free real gaming experience! It contains limits that decrease the learning time by 5 minutes. With no excuses, the learners always have just 5 minutes! Time constraint creates focus which means better memorization. Every word is beautifully illustrated.

23- Pimsleur - Learn Language Fast



This app allows the learner to speak a new language with a near-native accent in just 30 days with no studying, no memorizing, no vocabulary, no complicated rules. The app is for free, can be used everywhere maybe on the way to work, maybe while cooking or anything else, and just for 30 minutes a day.

24- HelloTalk - Language Learning



HelloTalk has a different approach, as it connects the users directly with real native speakers of their target language/ languages. It's a free app that includes texts and voice messages.

25- Kahoot



Kahoot is an app that can be played anywhere. It can be used by students, teachers family, and friends, and also by company employees. Kahoot! has some paid subscriptions as it has some optional upgrades. These upgrades unlock some further features of the app, such as puzzles, an image library, and more. It is best played in a group setting.

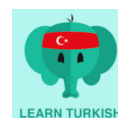
2.3.4.3. Apps compatible with only Android, PC Window, and Mac:

26- Learn Turkish | Turkish Translator Free



"Learn Turkish" is a free simple and practical app that helps learners quickly learn Turkish daily vocabulary and daily phrases. It also helps in improving Turkish speaking and Turkish listening, and supports list and card display methods for learning, and also recording function.

27- Kolay Türkçe Öğrenme (Easy Turkish Learning)



Here most of Turkish sentences and words are available in phonetic and original spelling. Sentences and words were recorded with native speakers. It's a for free app that include vocabulary study with flashcards using intermittent repetition, and some fun Turkish language quizzes that measure the learner's knowledge and review their score.

28- Learn Turkish: Free Offline Audio Dictionary



"Learn Turkish" is a word practicing audio dictionary. It is a free app that has been prepared for beginners of the Turkish language and can be used without an internet connection. It includes around 1000 common words and expressions in 28 different categories which should be memorized first when beginning to learn Turkish, audios from native Turkish speakers, and example Turkish sentences with English translations.

29- Turkish Sentence Master



This free app provides the learner with thousands of common sentences used in everyday life and with audio for each sentence. All of the features of this app are designed to help learners learn to form Turkish

sentences easily and improve the main skills as Listening, Writing (forming) a sentence correctly, and Speaking a sentence / a phrase correctly.

30- Learn Turkish



This free offline app contains more than 1000 words and typical phrases intended to make learners able to communicate in any situation while traveling, studying, or exercising. It focuses on increasing the Turkish level quickly with audios to help learners to pronounce like a native.

31- learn Turkish/ by ASI Edu



Learn Turkish is a free app that is developed by Turkish language experts. It is like a pocket dictionary and can be used everywhere. It is available to be used without an internet connection.

32-learn Turkish/ by Ahmed Akbaz



The app is free and designed to teach Turkish for beginners. It includes the most famous vocabulary used in Turkish. It is useful and easy to use for young children.

33- تعلم اللغة التركية (learn Turkish)



This app is for free and contains the most used words in the Turkish language translated into Arabic. It helps the user to know how to pronounce each word and every sentence written in Arabic and also how to pronounce each of them in Turkish. The app helps the learners by practicing various games and there are tests with a large number of words and phrases.

34- تعلم اللغة التركية ببساطة (Learning Turkish language simply)



This app offers to teach Turkish from scratch to professionalism by learning a set of words and phrases that are used in daily life. It also contains simple and easy new ways to facilitate communication in addition

to the pronunciation of words. Each sentence has its translation in Turkish and Arabic. It is a free app that is intended for young and old and can be used without the Internet.



35- Kaaed Turkish تعلم اللغة التركية ببساطة

This free app offers conversations with sound and images on different topics such as acquaintance, health, and shopping in pronunciation and meaning between the Arabic and Turkish languages. It also includes Verbs, Opposites or Reversals, Abbreviations, and Tests. It is fully free and available without the need for network communication.

36- Learn Turkish



Here is another free app that offers to learn Turkish without the internet. It contains many words and sentences, a verb bank with time verb conjugations, and the most important Turkish verbs with some examples. The lessons are based on the detailed explanation method in Turkish rules, through the Arabic-Turkish translation.

37- Learn Turkish Conversation: AR



In this free app, learners can learn Turkish conversations with pronunciation and basic phrases as they contain more than a thousand phrases in the Turkish language.

38- Comprehensive learning of Turkish



This free app is updated every short period and it adds more characteristics and advantages to become comprehensive for every Turkish learner. It includes Vocal Sections that contain a set of words and sentences arranged according to a specific classification and recorded by a Turkish

girl, Additional topics which are updated every two or three days, and they contain general information in the Turkish language and Tests.

2.3.4.4. Apps compatible with only Android, iOS, and PC

Windows:

39- Learn Fundamental Turkish-Lite



This free app focuses on teaching Turkish to tourists. It helps learners to memorize the keywords that they can mix and match for every situation. By using flashcard-based software, which is based on the principle that people remember information better when learned over several short sessions, to teach vocabulary, this useful app is helpful and easy to work with.

40- Learn Turkish - 15,000 Words



This free app teaches reading rules and a bunch of useful words and phrases in the Turkish language. It provides 6000 Turkish words include the most common nouns, verbs, adjectives, adverbs, etc.

41- Learn Turkish Language Phrases



'Learn Turkish Language Phrases' is a free app designed with the target of teaching Turkish to those who are planning a holiday trip to Turkey. It teaches them how to speak Turkish, and achieve clarity and fluency. Using this app for only a few minutes daily will allow the users to talk like native Turkish. It consists of commonly used words and phrases in Turkish, and it is divided into various categories. For example, the category of 'Airport' has all the phrases that can be used at the airport. All the phrases in the app are given in English to Turkish.

42- Learn Turkish Phrases & Words



In this free app, there is a native Turkish-speaking parrot that helps its users. This parrot practices the Turkish words and phrases with the learners. No Internet connection is required.

2.3.4.5. Apps compatible with only IOS, Mac, and PC Windows:

43- Learn Turkish- Free WordPower



This free app allows its users to master 100 of the most used words and phrases in Turkish. Learn Turkish includes audio recordings of native Turkish speakers and the users can record their voices.

44- AccelaStudy – Learn Turkish



This good app is designed for all Turkish learners. The app includes many features such as spaced repetition, automatic statistics, a searchable dictionary for all vocabulary, it also includes flashcards and quizzes. It costs \$9.99

45- Learn to speak Turkish with vocabulary & grammar



This free app includes 1000+ short videos, each lasting for about 3 minutes. These videos are recorded by professional Turkish language teachers.

2.3.4.6. Apps compatible with only IOS and PC Windows:

46- 6000 Words - Learn Turkish Language for Free



FunEasyLearn is a free app that includes about 6,000 words recorded by native speakers. With it, users can learn to speak Turkish quickly as they can chat with foreign friends. Besides, it offers more than 15 thematic topics and 140 subtopics.

2.3.4.7. Apps compatible with only IOS:

47-Learn Turkish – Flash Cards



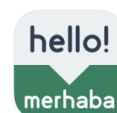
This free app helps users to go through lists and organize words based on their skill level using Flashcards. When a word is too difficult to remember, the user can just mark it to revisit it later. Users can also choose from two provided options for the flashcards, random and alphabetical. Simple yet efficient, this flashcards app is perfect for all newbie Turkish learners.

48- Hangman Turkish Practice



Hangman Turkish Practice is a free app for all who like to learn through games. This game is specially designed for beginner Turkish learners. The classic hangman game includes a countdown and it is divided into levels that will increase the users' excitement. Users can also share their scores and high rankings with friends on social media.

49- Speak Turkish



This free app has 17 categories, which include over 500 phrases and words. The phrases are commonly used daily in Turkish phrases. It also includes transcripts and audios that were recorded in high quality by native Turkish speakers.

50-Türkçe



Türkçe is a free convenient app that teaches the basic pronunciation of the Turkish language, such as the Turkish alphabet and Phonetic alphabet. It includes Alphabet charts and Exercises that are only related to Turkish Alphabet and Phonetic.

51- تعلم اللغة التركية بالعربية (Learn Turkish in Arabic)



The Turkish language is one of the languages which are near to the hearts of the Arabs, and this free program helps Arabs to learn Turkish without a teacher by providing them with Turkish vocabulary, audios, and many translations to the Arabic language. The sound quality is very high considering the speed of the phrase. All the phrases are recorded by an original specialized speaker all phrases are translated into Arabic.

52- تعلم التركية بالصوت - بدون نت (Learn Turkish without internet)



This free app helps learners to learn Turkish without a teacher and the internet by teaching them the basic vocabulary and the most popular phrases and conversations of the Turkish language and also by offering audios in both Arabic and Turkish languages.

53- Турецкий язык за 7 уроков (Turkish language for 7 lessons)



This free app is for only Russian native speakers. It is ideal for those who are going to visit Turkey or already live there, and who need good basic grammar. The course is for beginners. After learning the 7 lessons included, anyone can easily learn the Turkish language and speak it on their own.

2.3.4.8. Apps compatible with only Android and PC Windows:

54- Learn Turkish Vocabulary | Verbs, Words & Phrases



This free app focuses on vocabulary acquisition. It has 3500 Turkish words and helps in memorizing the most common Turkish words. Besides, it has pronunciation exercises, word games, and word lists.

55- Learn Turkish Free

This free app focuses on teaching Turkish to travelers visiting Turkey. It contains over 9000 common Turkish words and phrases. It also includes audio.

2.3.4.9. Apps compatible with only Android and IOS:**56- Turkish in a Month**

This free app has 30 lessons with increasing difficulty levels. The way of teaching Turkish in this app is like the way children learn to speak. Here the learner tries to figure out the meaning as they are supposed to link what they hear with what they see. It has about 1800 words and phrases voiced by Turkish narrators and a bunch of colorful images.

57- Learn words with Turkish Vocly

This free app contains some of the important words and phrases. It includes words on more than 100 different topics, games, flashcards, and tests.

2.3.4.10. Apps compatible with only Android:**58- Learn Turkish Fast and Free**

This free app is developed by Turkish language experts. It includes over 6000+ Common words and phrases with 64 categories. It is a pocket of a communication dictionary. Users can record voice and create their favorite word list. It also helps in translating Turkish words into multiple languages at once (39 languages). Recommended for anyone who wants to learn Turkish including kids, students, travelers, and business people.

59- Speak Turkish Free

This free app offers the 100 most important spoken Turkish Phrases. If someone wants to have a great time while traveling in Turkey, he or she

needs to know these phrases or at least have them at hand. It also includes clear audio recordings.

60- Learn Turkish Language



This free app teaches Turkish just with 5 minutes of daily practicing. It like a phrasebook with Turkish core conversations. It also includes Turkish grammar lessons.



61- Learn Turkish

Learn Turkish is a free app with over 10000 commonly used Turkish words and phrases. It includes 15 categories and over 100 subcategories. Users can choose their native language from 60+ languages. More helpful for travelers and beginners.

2.3.5 The Most Important Games For Learning Turkish.

As found in the apps some of them are multilingual teach more than a language, others are just for teaching a specific language also have the same two types. Here in the table below some of the Turkish learning games, in general, will be mentioned.

Table 4

The most important games for learning Turkish

The most important games for learning Turkish		
Name	Target OS	Features and Purpose
	PC – IOS- Android	
1. Turkish language games	X	-It focuses on vocabulary acquisition. -Learning the basics of Turkish as colors, fruits, and vegetables, animals, etc.

2. Turkishgames	X			-It focuses on vocabulary acquisition. -It includes Turkish audios, videos, translated reading texts, and grammar.
3. Hello-World	X			-Focuses on vocabulary acquisition. -Includes more than 700 Turkish games and activities.
4. MAL	X			-Focuses on vocabulary acquisition. -Includes tests for the learned words.
5. iLanguages	X			-Focuses on vocabulary acquisition, and grammar. -Includes flashcards and quizzes.
6. LingoHut	X	X		-Focuses on vocabulary acquisition. -Includes flashcards, matching, concentration, Tic Tac Toe, and listening games.
7. Hangman	X	X	X	-Focuses on vocabulary acquisition, grammar, and culture. -Includes puzzles, photo quizzes, and listening exercises.
8. Surface Languages	X			-Focuses on vocabulary acquisition.
9. Internet polyglot	X			-Focuses on vocabulary acquisition. -Includes Picture, Guessing, Typing, Matching games, and word search.
10. Scrabble	X	X	X	-Focuses on vocabulary

				acquisition.
				-It's a crossword game.
11. Words of Wonders	X	X	X	-Focuses on vocabulary acquisition.
				-Crosswords and puzzle games.
12. Harekat TTZA	X		X	-It's a fun war game.
				-Includes Turkish texts.
13. Kebap World		X	X	-It's a cooking game from which some food and cooking vocabulary can be learned.
14. Opeasyon: ANKA		X	X	-It's a fun war game.
				-Includes guiding voices and speeches recorded in Turkish.
15. Türk Tarihi		X	X	-Focuses on teaching the history of Turkey to everyone.
				-It includes a bunch of categories as Turkish mythology, Turkish Epics, etc.
16. Coğrafya Kartları		X	X	-It has 12 geography topics.
				-It has cards, pictures, and texts written in Turkish.
17. Brincil Türk			X	-It teaches only the Turkish numbers, alphabets, and 100 basic vocabularies.
				-It-Intended for children.
				-It includes pictures, audio, and puzzles.
18. Türkçe öğreniyorum		X		-It focuses on vocabulary acquisition, grammar, and culture.
				-It's for A1 level.
				-It includes listening, writing, and pronunciation exercises.
19. Loescen		X		-It has 17 categories.

				-It focuses on vocabulary acquisition, pronunciation.
20. Tiny Tap	X	X		- It focuses on teaching the basics. -It-Intended for kids. -It offers its users to create their games, puzzles, quizzes, etc.
21. Tabuu	X	X	X	-It is a fun game that focuses on vocabulary acquisition.
22. The Sims	X	X	X	- It's a fun game from which some Turkish vocabulary can be learned. -It includes texts and some audio.
23. Criminal Case	X	X	X	-It's an +13 adventure game from which some Turkish vocabulary can be learned. -It includes texts.
24. Gardenscapes	X	X	X	- It's a fun game from which some Turkish vocabulary can be learned. -It includes conversation texts.
25. PUBG	X	X	X	- It's an action game from which some Turkish vocabulary can be learned. -It includes texts, voice chats.

2.3.6 Gamification and Digital Game-Based Language Learning.

Here more information and details about these two important terms will be mentioned. The answers to some questions as; What is the difference between these two terms? What is the difference between them and the other terms related to games and the use of game elements? Who invented such terms and when? Are these terms only used in the field of education or they are used in other fields as well? What are the reasons to use

gamification and such related terms in education? In addition, more other related questions will be answered.

2.3.6.1. The history of digital game-based language learning

In ancient times mathematicians, bookkeepers, and people who were able to solve complex calculations were used to be called "Computers" as their job titles. Then in 1991 the British Science museum funded and constructed Charles Babbage's first computer device design from his original plans, after he designed 3 computers from 1882 until his death, since he was not able to construct any of them due to the lack of funding. After that, computers started spreading everywhere, and humans started relying on them in every field of life. One of the most famous things about computers for those who were able to use them and those who were not was the games open from the Start icon at the bottom left of the computer's screens as Solitaire and more. In 1973 Martin cooper invent the first mobile phone that its use was easier than computers due to its small size.

Specialists from every different field started taking the advantage of these digital devices that made everything easier than earlier. Now a life without these digital devices cannot be imagined. These digital devices are used in all fields marketing, engineering, media, medical fields, education, etc. due to its ability to add ease, colors, and enjoyment to them. Recently and due to the development of technology, the number and types of games and the number of players are rising as well. As it is mentioned before the number of gamers worldwide in a study conducted in 2020 by the Statista website, showed that there were 2.7 billion gamers across the globe in 2020 (Alyaz & Genc, 2016; Büyük, Uğur, Saykili & Şahin, 2018).

2.3.6.2. The differences between gamification, games, and game-based language learning

These are three different terms. Backgammon, Chess, dominoes, and cards may be the first games that come to mind when hearing the word "games". These games are famous all over the world. In addition, their rules are almost the same. With the development of technology, the games are developing as well, new games and new types are emerging and even those known games mentioned above are now can be played on digital devices.

The term Gamification was firstly invented by Pelling (2002) , but only in 2010 became widely, and since it is quite new it is difficult to find the only definition of it. Alaswad and Nadolny 2015 introduced gamification as a systematic process grounded in best practices for instructional strategies and game studies. Another definition is that it is a pedagogical tool that allows game elements in a non-game context, went beyond badges, rewards, and cumulative, competitive scores by allowing for immediate feedback, a sense of achievement, challenge, and virtual defeat (Kim, 2015).

Game-based language learning is the possibility of learning languages while playing games or using the game elements such as avatar, points, levels, badges, etc. . But first it is important to know that there are two types of games; games that are played with a pure purpose of entertainment which is usually referred to as Playfulness games such as Zuma, Candy crush, Chicken invaders, etc., and the games played with educational aspects or skills acquisition purposes and usually referred to as Serious games such as Crossword games, Pulse, Pacific, etc. So it is the use of serious games for teaching or learning a specific language or languages.

2.3.6.3. Using gamification and digital games in different fields

Recently gamification is used in every field of life due to its effectiveness. This study only focuses on the field of education specially on language learning. There are a lot of educational apps that rely on the gamification elements, but beside the language education apps like Rosetta stone, Duolingo, and all the apps mentioned above there are also other apps that educate things other than languages, for example, Photomath (an app that help in solving complex math problems), Sololearn and Codecademy (are apps that teach coding), Udemy (an app that includes personal development lessons as drawing, yoga, etc.).

No one can deny the importance of daily sports and how it can refresh our moods and powers, but unfortunately people not always have the enough time to practice or go to the gym everyday. How about exercising daily with a coach from houses and without any need of paying memberships! One of the first terms that come to mind when saying gamification or games generally is motivation so the use of game elements in sports app is very sensible. Some of the most popular fitness apps that use gamification elements are Nike+, Runkeeper, Strava, etc.

These terms are also used in the field of health. The medical apps can help in every single detail for example, some apps remind people to drink water, others count the daily steps, other apps developed to help patients take their medication on time, etc. Some of the most popular healthcare apps that use gamification elements are, Pulse (help future nurses practice what they have learnt by giving them the chance to identify some patients' problem), Re-

mission (a game intended to cancer patients for helping them taking their drugs regularly), mySugar and Glooko (intended to diabetes).

There are many other examples for different fields for example, Habitica (helps its users in finishing their tasks and reaching their goals), SmartyPig (helps users in managing their personal finance), Todoist (a productivity management app), etc.

2.3.6.4. Reasons to use gamification and digital games in language education

As mentioned before the journey of learning a new language is a long and difficult one with lots of obstacles and difficulties. During it, the learners usually suffer from loss of interest and desire and low motivation. At the same time, also teachers suffer from a lack of interesting and effective materials and methods. The use of suitable digital games can solve most of these problems.

One of the first reasons that can be mentioned for the use of digital games in language education is their ability of increasing the learner's motivation. Each one of the gamification elements has its rule, for example, the element of prizes or rewards is a strong motivator as it increases the engagement of the player which means that the learner will want to learn more to get more rewards..! The element of avatar, which is the appearance the player chooses to express themselves to the other players, can be very effective while language education. Some learners can feel shy at the first levels of learning a new language so the avatar can work as a mask they hide under until they feel confident enough to show their identity, which will support the learners psychologically very much.

Games have a very good reputation among all people of different ages, nationalities, cultures, etc. It is agreed that games are a method of entertainment. It is one of the first things that come to mind when someone or a group wants to change their mood and do something fun. So the use of its reputation in language education can help in skipping lots of psychological obstacles of the language learners and encourage them not only to start but also to continue this journey.

2.3.6.5. The current situation of gamification and digital games in education in Turkey and Egypt

The lack of students' motivation and learning engagement are difficulties faced by almost most educational institutions around the world, some can overcome them by integrating new methods like the use of games, mobile apps, VR glasses, and other methods suitable for the current generation and age, and others are still stuck with the old traditional methods. It's possible to say that the current situation of gamification and digital games in education in Turkey is better than in Egypt. In Turkey, some educational institutions as Yunus Emre, and TÖMER started using these terms in their educational processes. Nevertheless, universities and schools are still using the old methods of teaching with the fear of integrating such an effective method into the educational process.

Egypt is from the countries that its educational institutions face a big problem with its student's motivation and learning engagement. Some new studies have been conducted in Egypt seeking new methods and ways that can help overcome this problem (Elabnody, Fouad, Maghraby & Hegazy, 2017: Lamia, 2017). These studies focused on the use of gamification and the game elements and they both proved how effective was the use of gamification in

education, and how the elements of games as points, badges, and avatar added a different taste to the educating process and helped in increasing the student's motivation.



Nowadays, due to the pandemic and after the transition to online education the importance of these terms is starting to become more obvious than before. It can be possible to say that the use of gamification and digital games is now the only way that can help teachers in keeping the students motivated while they are learning from their rooms. So this can be a reason to make people reconsider the importance of gamification in education.

2.3.7 The Most Important Games and Apps Designed for Learning Arabic.

As mentioned before some multilingual apps teach more than a language and some other monolingual apps focus on teaching only one specific language. Here in the first table some of the most famous multilingual apps that are very effective in learning The Arabic languages, and in the second table, some of the apps and games that focus only on teaching just the Arabic language will be mentioned.

Table 5

Multilingual apps for learning Arabic

Multilingual apps for learning Arabic						
<u>Logo</u>	<u>Name of the App or Game</u>	<u>Target OS</u>		<u>Purpose</u>	<u>Features</u>	<u>License</u>
		<u>Android- IOS</u>				
	Rosetta stone	X	X	Learning vocabulary, grammar, and pronunciation	-Audios recorded by native speakers. -TrueAccent technology.	First lesson free
	Learn Arabic: Speak	X	X	Learning vocabulary, grammar, and	-4 skills exercise. - It is	








	Arabic			pronunciation	enhanced with a dictionary.	Licensed
	Hello talk	X	X	Learning vocabulary, grammar, and pronunciation	-Interacting with native Arabic speakers.	Free
	Bravolol	X	X	Learning vocabulary, and pronunciation	-Works offline. -Exercises.	Free
	Duolingo	X	X	Learning vocabulary, grammar, and pronunciation	-Quizzes and rewards.	Free
	Memrise	X	X	Learning vocabulary, grammar, and pronunciation	-Using memorization techniques.	Free

Table 6
Monolingual Apps and Games for learning Arabic

Monolingual Apps and Games for learning Arabic				
<u>Logo</u>	<u>Name of the App or Game</u>	<u>Target OS</u>	<u>Purpose</u>	<u>License</u>
	Arabic Alphabet	X	-Learning how to read and write Arabic letters and numbers.	Free
	Learn Arabic	X	-Learning some basic Arabic words and phrases.	Free
	Learn Arabic Phrasebook	X	-Focuses on pronunciation and learning Arabic words and phrases.	Free



Learning Arabic
with KATKUTI

X

X

-Learning Arabic
alphabets, reading,
and writing basic
words.

Free



Kaleela

X

X

-Focusing on the four
languages skills,
grammar, and culture.
-Learning different
Arabic dialects.

Free

3. CHAPTER METHODOLOGY

3.1. Research Design

This research is an analytical one, which is conducted with the aim of presenting the current situation of the Turkish educational digital games. It is also offering alternatives to non-native Turkish speakers who want to learn Turkish in an out-of-school context.

3.2. Participants

In this study, 137 students have participated. They are students learning the Turkish language as a L2 at Bursa Uludag University (ULU) in TOMER for the 2020-2021 years and at The Faculty of Arts of Alexandria University department of Oriental languages (Turkish department). 92 of them are from ULU TOMER and 24 are from The Faculty of Arts of Alexandria University. It was planned to work with a larger number of participants, but because of the epidemic, the planned number decreased.

Table 7

Demographic information of the participants

Demographic information of the participants			
	<u>Groups</u>	<u>Frequency</u> (F)	<u>Percentage</u> (%)
Gender	Female	62	45.3
	Male	75	54.7
Age	14+20	77	56.2
	21-25	41	29.9
	26-30	13	9.5
	30+	3	2.2
	40+	3	2.2

Faculty of	Education	5	3.6
	Arts	24	17.5
	Managements	8	5.8
	Economics	5	3.6
	Science	3	2.2
	Engineering	39	28.6
	Medicine	15	10.9
	Nutritional geometry	4	2.9
	Commerce	4	2.9
	Sports	2	1.5
	ULU TOMER	14	10.2
	Tourism	2	1.5
	Theology	1	0.7
	Law	3	2.2
	Liberal arts	3	2.2
	Agriculture	2	1.5
	I don't know	3	2.2
Academic level	Preparatory class	73	53.3
	Bachelor's degree	36	26.3
	Graduated	17	12.4
	Master degree	8	5.8
	Doctorate	3	2.2
The place where they first started learning Turkish	In TOMER	92	67.2
	In my hometown	43	31.4
	In Turkey from Youtube	1	0.7
	In Istanbul with online	1	0.7

	TOMER		
	0-6 months	78	57
For how long they have been learning Turkish	7-12 months	1	0.7
	1-5 years	47	34.3
	5+ years	10	7.3
	Still learning	1	0.7
Turkish level	A1	25	18.2
	A2	49	35.8
	B1	30	21.9
	B2	30	21.9
	C1	1	0.7
		2	1.5
The owned device	Computer	35	25.5
	Laptop	73	53.3
	Tablet	19	13.9
	Smartphone	114	83.2
	Playstation	6	4.4
	X-Box	2	1.5
	Wii		
	VR-Glasses	2	1.5
	Don't have any	1	0.7
The owned OS	Microsoft windows	63	46
	Apple mac OS	6	4.4
	Linux		
	Apple IOS	62	45.3
	Android	68	49.6
	Hb	1	0.7

As it is shown in the table, 62 (45.3%) of the students are females, and 75 (54.7%) are males. The students' age ranges from 14 to 74 years old.

When looking through the faculty of the students it is found that there is a variety in the specializations of the students. The high percentages are concentrated in the Faculty of Engineering with 39 (28.6%) students, the Faculty of Arts with 24 (17.5%) students, and the Faculty of Medicine with 15 (10.9%) students. As for the student's academic level, it is observed that 73 (53.3%) of the students are still in their preparatory class, 36 (26.3%) students are in their bachelor's degree, 17 (12.4%) students are graduated, 8 (5.8%) are doing their master degree, and 3 (2.2%) of them are doing their doctorate.

When the place the student first started learning Turkish was examined it is found that the majority which is 92 (67.2) students started learning Turkish in TOMER, and 42 (30.7%) of them started learning it in their hometown. It is also found that 78 (57%) students are learning the Turkish language for less than 6 months, 47 (34.3%) students are learning it for 1 to 5 years, 10 of them (7.3%) have been learning it for more than 5 years, and only 1 student (0.7%) has been learning it for 7 months.

For the Turkish level of the students 25 (18.2%) are A1, 49 (35.8%) are A2, 30 (21.9%) are B1, 30 (21.9%) are B2, only 1 (0.7%) is in C1, and 2 students (1.5%) are in C2.

Regarding the device or devices that they own 114 (83.2%) students have smartphones, which is the vast majority of them, 73 (53.3%) have laptops, 35 (25.5%) have computers, 19 (13.9%) have tablets, 6 (4.4%) have

Playstations, 2 (1.5%) have X-Boxes, 2 (1.5%) have VR-Glasses, and just a student (0.7%) doesn't have any devices. As for the operating systems they have, 68 (49.6%) students use Android, 63 (46%) students use Microsoft windows, 62 (45.3%) students use Apple IOS, 6 (4.4%) students use Apple mac OS, only one student (0.7%) use Hb, and no one uses Linux.

Table 8

The country the students come from

The country the students come from	<u>(F)</u>	<u>(%)</u>
Egypt	26	19
Palestine	16	11.7
Morocco	30	22
Indonesia	7	5.1
Afghanistan	5	3.6
Somalia	8	5.8
Syria	8	5.8
Yemen	4	3
Jordan	3	2.2
Turkiye	5	3.6
Nigeria	4	3
Libya	2	1.5
Sudan	2	1.5
Albania	2	1.5
Iraq	1	0.7
Kyrgyzstan	1	0.7
Uzbekistan	2	1.5
Azerbaijan	1	0.7
Republic of Congo	2	1.5
Djibouti	1	0.7
Kazakhstan	1	0.7
Gabon	1	0.7

Lebanon	1	0.7
Zimbabwe	1	0.7
Oman	1	0.7
Burundian	1	0.7
Ethiopia	1	0.7

When analyzing 137 responses regarding the country the students came from it is found that most of the students are coming from these 3 countries, Morocco 30 (22%), Egypt 26 (19%), and Palestine 16 (11.7%). There are also 8 (5.8%) students from Somalia, 8 (5.8%) students from Syria, 7 (5.1%) students from Indonesia, 5 (3.6%) students from Afghanistan, 5 (3.6%) students from Turkiye, 4 (3%) students from Yemen, 4 (3%) students from Nigeria, 3 (2.2%) students from Jordan, and from the other countries, only one or two students come.

3.3. Data Collection Instruments

Here four data collection tools have been used:

1. App and game evaluation forms prepared by the researcher by examining the literature,
2. Student profiling questionnaire,
3. A questionnaire for determining student outcomes of apps and games, and
4. An interview form.

To collect the data for the student profiling questionnaire, the questionnaire for determining student outcomes of apps and games, and the interview form from the student and due the pandemic process all over the

world, an online questionnaire prepared on Google Forms has been used.

This questionnaire includes 6 parts:

- 1) **Personal Information:** This part includes 12 questions. These 12 questions ask the students about their country, age, gender, university, faculty, department, academic level, the place where they first started learning Turkish, for how long they have learning Turkish, Turkish level, the owned device, and the owned operating system.
- 2) **Language Learning with Educational Digital Games:** here there are 5 questions ask the students about their background and thoughts of the educational digital games, and in what language is the interface of the educational digital games they use.
- 3) **Language Learning with Mobile Apps:** here 4 questions also ask the students about their background and thoughts on the mobile apps, and in what language is the interface of the mobile apps they use.
- 4) **A Questionnaire for Determining Students' Outcomes of the Educational Digital Games and Mobile Apps:** this part includes two sections. The first section is to determine if the educational digital games that students use help in the development of their language skills. The second section aims to determine if the educational digital mobile apps that students use help in the development of their language skills. The language skills and cultural achievements scale of both of the two sections consisting of 12 items according to the Common European

Application for Languages (Common European Framework = CEFR). The 12 items are in Likert type that can be defined with a value from 1 to 5.

- 5) Attitudes and Thoughts on Digital Games and Mobile Apps: this part includes two sections as well. The aim of these sections is to determine the attitudes and thoughts of the students on educational digital games and on the educational digital mobile apps. Here the responses of 10 Likert-type items were requested.
- 6) The Interview Form: this form is to evaluate the educational digital Turkish games. It includes 5 questions that determine the participants' digital gaming culture, asks their thoughts about educational digital Turkish games, and collecting their suggestions.

3.4. Data Collection Strategies and Procedures

The data were collected by sending the link of the online questionnaire that has been prepared on Google Form to the students' email addresses. From the dates of 15-20 January 2021, the link was sent to the foreign students studying Turkish in ULU TÖMER at Bursa Uludag University, and from the dates of 1-23 March 2021, the link was sent to the Egyptian students studying Turkish at Alexandria University.

With the help of the saved data and statistics of Google Forms, the data of the demographic information of the students, and their backgrounds and thoughts of the educational digital games and mobile apps have been analyzed by the content analysis method.

For collecting the data of the students' outcomes of the educational digital games and mobile apps, the 12 items to determine language skills were given with five-point Likert type of "definitely disagree", "disagree" "undecided", "agree", and "absolutely agree". For collecting the data of the students' attitudes and thoughts on digital games, the same strategy was followed, but here it was for 10 Likert-type items.

For collecting the data of the 5 interview form questions, a choice question, two Yes or No questions, and two long answer questions were given to the participants.

3.5 Data Analysis

The study's quantitative and qualitative data are analyzed by the use of the online questionnaire's content analysis. The results of the questionnaire's findings will be expressed by, Frequency (F) and Percentage (P). The findings of this study is 100% depend on statistical findings, that have been reached after analyzing the data collected from the online questionnaire that has been prepared on Google Form.

4. CHAPTER FINDINGS

Here in this chapter firstly the collected data will be analysed, especially the data of the 2nd, 3rd, 4th, 5th, and 6th parts of the online questionnaire, then the answers to the research's questions, and the verification of its hypotheses will be presented.

Table 9

Students' background and thoughts of the educational digital games

Students' background and thoughts of the educational digital games			
Questions	Replies	F	(%)
1. Have you ever heard about language learning with educational digital games?	No	76	55.5
	Yes	61	44.5
2. Have you played digital Turkish learning game / games before?	No	97	70.8
	Yes	40	29.2
3. If you have played, write the name of the games	Kahoot	14	33.3
	Pubg	5	12
	Duolingo	7	16.6
	Football	4	9.5
	Hikayeler	1	2.4
	Call of Duty	1	2.4
	Aspalt 9	1	2.4
	Learn Turkish	1	2.4
	Cody cross	1	2.4
	101	1	2.4
Ludo	1	2.4	
League of legends	1	2.4	

	ID-TR Dictionary	1	2.4
	Belajar bahasa turk	1	2.4
	Puzzle	1	2.4
4. Have you found the game (s) you played useful?	No	36	39.1
	Yes	56	60.9
5. Which language is the interface of the educational digital games you play?	Turkish	38	29.5
	English	59	45.7
	Arabic	20	15.5
	Mother tongue	7	5.4
	French	2	1.5
	Indonesian	1	0.7
	Russian	1	0.7
	French German	1	0.7

When analyzing 137 responses to the question of “Have you ever heard about language learning with educational digital games?” it is found that 76 (55.5%) students went for No, and 61 (44.5%) went for Yes. In the responses to the question of “Have you played digital Turkish learning game/games before?” there are 97 (70.8%) students who went for No and 40 (29.2%) went for Yes. These percentages indicate that the idea of learning languages with educational digital games is not sufficiently widespread among young people who spend most of their time playing these digital games. At the same time, they answer the research’s first question, which is “What is the current situation of language learning with educational digital

games in Egypt and Turkey?” and verifies its first hypothesis that language learning with educational digital games is not sufficiently widespread in Egypt and Turkey.

When asking the participants to write the name of the games if they have played only 42 responses have been received. The high percentages of responses went for Kahoot by the response of 14 (33.3) participants and 7 (16.6%) ones for Duolingo, which are apps, not games. For the other responses, 5 (12%) participants went for Pubge and 4 (9.5%) were for Football. Regarding the question “Have you found the game (s) you played usefully?” 92 responses were received. 56 (60.9%) responses went for Yes and 36 (39.1%) went for No. When asking the students about the language of the interface of the educational digital games they play 129 students answered this question. 59 (45.7%) students chose English, 38 (29.5%) chose Turkish, 20 (15.5%) chose Arabic, 7 (5.4%) chose mother tongue, 2 (1.5%) chose French, a student (0.7%) wrote Indonesian, a student (0.7%) wrote French and German, and a student (0.7%) wrote Russian. So from these percentages, it has been observed that the English language is usually the most preferred one as the interface of the games and then Turkish and Arabic come after it.

Table 10

Students' background and thoughts of the educational digital mobile apps

Students' background and thoughts of the educational digital mobile apps			
<u>Questions</u>	<u>Replies</u>	<u>F</u>	<u>(%)</u>
1. Do you use mobile apps to learn Turkish?	Yes	88	64.2
	No	49	35.7
2. Write the name of the app if you use	Duolingo	24	29
	Language 50	3	3.6
	TDK Sözlük	4	4.8
	Hello talk	4	4.8
	Zoom	3	3.6
	Busuu	4	4.8
	تعلم اللغة التركيه / Learn Turkish	7	8.4
	Türkçe translate	2	2.4
	Mondly	5	6
	Youtube	4	4.8
	Google	5	6
	Learn Turkish Vocabulary	1	1.2
	Merhaba Umut	2	2.4
	Google translate	4	4.8
	Kelime bulmaca	1	1.2
	Tandem	1	1.2
	Quizzup	1	1.2
	Facebook	1	1.2
	Çocuklar için Türkçe	1	1.2
	Türkçe sözlük	3	3.6
Learn 50 languages	1	1.2	
Çocuk masalları	1	1.2	
Tevaku	1	1.2	

3. Have you found these apps helpful in learning Turkish?	Yes	93	81.6
	No	21	18.4
4. Which language is the interface of the mobile apps you use?		58	46
	Turkish	69	54.8
	English	23	18.3
	Arabic	1	0.7
	Mother tongue	5	4
	French	1	0.7
	Indonesian	1	0.7
	Russian	1	0.7
	French German		

When analyzing 137 responses to the question of “Do you use mobile apps to learn Turkish?” it is found that 88 (64.2%) participants chose Yes and 49 (35.7%) chose No, Which indicates that the idea of using mobile apps for learning Turkish is more widespread than the idea of using educational digital games. When the students were asked about the name of the apps they use, it is observed that most of the 83 responses were for Duolingo with 24 (29%) responses. After it comes تعلم اللغة التركية / Learn Turkish with 7 (8.4%) responses, for each of Mondly and Google 5 (6%) responses, and 4 (4.8%) responses are for each of Busuu, Hello talk, TDK Sözlük, and Youtube.

Regarding the responses of the third question of this part, “Have you found these apps helpful in learning Turkish?” it is observed that 93 (81.6%) students answered Yes, and only 21 (18.4%) students answered No. For the

language of the interface of the mobile apps, they use 69 (54.8%) chose English, 58 (46%) chose Turkish, 23 (18.3%) chose Arabic, and 5 (4%) chose French.

After analyzing the students' background and thoughts of the educational digital games and mobile apps, here with these two tables the student outcomes of them will be analyzed. The responses of the students to the question asking them about to what extent they think the educational digital games and mobile apps they use to learn Turkish help in the development of 12 different language skills will be analyzed in these tables.

Table 11
Evaluation of Educational Digital Games in Terms of Language Skills and Knowledge

Evaluation of Educational Digital Games in Terms of Language Skills and Knowledge												
<u>Language Skills</u>	<u>Points (F) &(P)</u>		<u>Agree (F) &(P)</u>		<u>Absolutely Agree (F) &(P)</u>		<u>Undecided (F) &(P)</u>		<u>Disagree (F) &(P)</u>		<u>Definitely Disagree (F) &(P)</u>	
Speaking	51	37%	20	14.6%	22	16%	23	16.8%	21	15.3%		
Writing	55	40%	17	12.4%	26	19%	19	13.8%	20	14.6%		
Reading & understanding	59	43%	27	19.7%	18	13.1%	13	9.5%	20	14.6%		
Listening & understanding	55	40%	32	23.4%	22	16.1%	13	9.5%	15	11%		
Seeing & understanding	48	35%	33	24.1%	24	17.5%	13	9.5%	19	13.9%		
Watching & understanding	49	35.7%	32	23.4%	22	16.1%	19	13.9%	15	11%		
Grammar & Syntax info	37	27%	18	13.1%	31	22.6%	31	22.6%	20	14.6%		
Vocabulary	50	36.5%	32	23.4%	25	18.2%	16	11.7%	14	10.2%		
Pronunciation	50	36.5%	30	21.9%	25	18.2%	15	11%	17	12.4%		
Spelling rules	44	32.1%	16	11.7%	29	21.2%	30	21.9%	18	13.1%		
Culture	35	25.5%	17	12.4%	26	19%	31	22.6%	28	20.4%		
Media Competence	33	24.1%	15	11%	35	25.5%	30	21.9%	24	17.5%		

After analyzing the responses of the students to the question (To what extent do you think the educational digital games you use to learn Turkish help in the development of language skills?), it is found that the biggest percentage of the students agree that the educational digital games contribute in the development of these three language skills Reading & understanding (59 students 43%), writing (55 students 40%), and Listening & understanding (55 students 40%). It is also observed that the skill that most of the students think that the educational digital games definitely don't contribute to developing it is Culture (28 students 20.4%).

Table 12
Evaluation of Mobile Apps in Terms of Language Skills and Knowledge

Evaluation of Mobile Apps in Terms of Language Skills and Knowledge												
<u>Language Skills</u>	<u>Points</u>		<u>Agree</u>		<u>Absolutely Agree</u>		<u>Undecided</u>		<u>Disagree</u>		<u>Definitely Disagree</u>	
	(F)	(P)	(F)	(P)	(F)	(P)	(F)	(P)	(F)	(P)	(F)	(P)
Speaking	52	38%	22	16.1%	25	18.2 %	28	20.4 %	10	7.3 %		
Writing	45	32.8%	27	19.7%	23	16.8 %	18	13.1 %	15	11%		
Reading & understanding	51	37.2 %	35	25.5%	25	18.2%	15	11%	11	8%		
Listening & understanding	62	45.2%	31	22.6%	19	13.9%	14	10.2%	11	8%		
Seeing & understanding	61	44.5%	29	21.2%	19	13.9%	16	11.7%	12	8.7%		
Watching & understanding	53	38.7%	32	23.4%	23	16.8%	16	11.7%	13	9.5%		
Grammar & Syntax info	44	32.1%	28	20.4%	27	19.7%	23	16.8%	15	11%		
Vocabulary	54	39.4%	40	29.1%	20	14.6%	12	8.7%	11	8%		
Pronunciation	56	41%	31	22.6%	23	16.8%	17	12.4%	10	7.3%		
Spelling rules	40	29.1%	29	21.1 %	26	19%	28	20.4%	14	10.2%		
Culture	32	23.3%	23	16.8%	35	25.5%	21	15.3%	26	19%		
Media Competence	40	29.1%	14	10.2%	34	25%	27	20%	22	16 %		

After analyzing the data of the table above, it is found that the biggest percentage of the students agree that the mobile apps contribute in the development of these two language skills Listening & understanding (62 students 45.2%), and Seeing & understanding (61 students 44.5%). It is also observed that the skill that most of the students think that the mobile apps definitely don't contribute to developing it is Culture (26 students 19%) same as their opinion about the educational digital games.

After analyzing the students' thoughts and opinions about their outcomes of the educational digital games and mobile apps, here we will be looking at and analyzing their attitudes and thoughts about them by analyzing their responses to 10 questions.

Table 13

Students' attitudes and thoughts about the educational digital games

Students' attitudes and thoughts about the educational digital games												
<u>Questions</u>	<u>Points</u> <u>(F) &(P)</u>		<u>Agree</u> <u>(F) &(P)</u>		<u>Absolutely</u> <u>Agree</u> <u>(F) &(P)</u>		<u>Undecided</u> <u>(F) &(P)</u>		<u>Disagree</u> <u>(F) &(P)</u>		<u>Definitely</u> <u>Disagree</u> <u>(F) &(P)</u>	
	1.You find Turkish learning digital games sufficient to learn Turkish?	18	13.1%	12	8.7%	18	13.1%	51	37.2%	38	27.7%	
2.You think Turkish learning digital games are beneficial?	60	43.8%	22	16%	24	17.5%	19	13.9%	12	8.7%		
3.You find digital games prepared for Turkish language learning enjoyable and entertaining?	50	36.5%	21	15.3%	28	20.4%	23	16.8%	15	11%		
4.While using Turkish learning digital games, you feel more comfortable than the classroom environment?	26	19%	18	13.1%	25	18.2%	34	24.8%	34	25%		
5.Turkish Learning digital games enable you to practice?	38	27.7%	23	16.8%	22	16%	37	27%	17	12.4%		
6.You use Turkish learning digital games for daily Turkish?	35	25.5%	22	16%	26	19%	35	25.5%	19	13.9%		
7.Educational digital games are more efficient / useful than any other material for learning Turkish?	24	17.5%	10	7.3%	25	18.2%	46	33.6%	32	23.3%		
8.You think educational digital games should be integrated into lessons in the classroom?	43	31.4%	33	24%	22	16%	24	17.5%	15	11%		
9.Educational digital games are sufficient for Turkish. Other materials are not required?	18	13.1%	7	5.1%	18	13.1%	43	31.4%	51	37.2%		
10.Educational digital games are efficient for Turkish, but other materials should be given as supplements.	40	29.1%	39	28.5%	22	16%	20	14.6%	16	11.7%		

This table can be one of the most important tables of this study as from it the students' opinions and thoughts about the educational digital games can be recognized. Some of the striking percentages here are that 60 students (43.8%) agreed + 22 students (16%) absolutely agreed to_ total 82 students (60%) _ that the educational digital games are beneficial. However, 43 students (31.4%) disagreed + 51 (37.2%) students definitely disagreed _ total of 94 students (68.6%) _ that educational digital games are sufficient for Turkish and they think that other materials and supplements are required.

The students generally think that the educational digital games are beneficial but not sufficient for the Turkish language which is something that maybe can be solved by changing and developing the contents of these educational games. Also, the things that the students agreed on are that they find these educational digital games enjoyable, entertaining and that they use them for daily Turkish, but they don't find them more efficient or useful than the other materials.

Regarding the idea of integrating the educational digital games into lessons in the classroom, 43 students (31.4%) agreed + 33 students (24%) absolutely agreed _ total of 76 students (55.5%) _ that they should be integrated into lessons in the classroom.

Table 14

Students' attitudes and thoughts about the digital mobile apps

Students' attitudes and thoughts about the digital mobile apps												
<u>Questions</u>	<u>Points</u> (F) &(P)		<u>Agree</u> (F) &(P)		<u>Absolutely</u> <u>Agree</u> (F) &(P)		<u>Undecided</u> (F) &(P)		<u>Disagree</u> (F) &(P)		<u>Definitely</u> <u>Disagree</u> (F) &(P)	
1.You find Turkish learning digital mobile apps sufficient to learn Turkish?	20	14.6%	12	8.7%	11	8%	46	33.5%	48	35%		
2.You think Turkish learning digital mobile apps are beneficial?	54	39.4%	25	18.2%	19	13.9%	18	13.1%	21	15.3%		
3.You find digital mobile apps prepared for Turkish language learning enjoyable and entertaining?	49	35.7%	27	19.7%	18	13.1%	28	20.4%	15	11%		
4.While using Turkish learning digital mobile apps, you feel more comfortable than the classroom environment?	26	19%	19	13.9%	22	16%	36	26.2%	34	24.8%		
5.Turkish Learning digital mobile apps enable you to practice?	51	37.2%	23	16.8%	23	16.8%	26	19%	14	10.2%		
6.You use Turkish learning digital mobile apps for daily Turkish?	38	27.7%	24	17.5%	25	18.2%	23	16.8%	27	19.7%		
7.Educational digital mobile apps are more efficient / useful than any other material for learning Turkish?	22	16%	8	5.8%	26	19%	43	31.4%	38	27.7%		
8.You think educational digital mobile apps should be integrated into lessons in the classroom?	49	35.7%	27	19.7%	25	18.2%	18	13.1%	18	13.1%		
9.Educational digital mobile apps are sufficient for Turkish. Other materials are not required?	14	10.2%	11	8%	24	17.5%	35	25.5%	53	38.6%		
10.Educational digital mobile apps are efficient for Turkish, but other materials should be given as supplements.	48	35%	31	22.6%	17	12.4%	19	13.9%	22	16%		

Some of the striking percentages here as well are that 54 students (39.4%) agreed + 25 students (18.2%) absolutely agreed _ total 79 students (57.6%) _ that the educational digital mobile apps are beneficial. They also agreed on that they find digital mobile apps prepared for Turkish language learning enjoyable and entertaining 49 students (35.7%) agreed + 27 (19.7%) students absolutely agreed _ total 76 students (55.5%) _ and that the educational digital mobile apps should be integrated into lessons in the classroom 49 students (35.7%) agreed + 27 (19.7%) students absolutely agreed _ total 76 students (55.5%) _ . While the things that they disagreed at are that the educational digital mobile apps are sufficient for Turkish 46 students (33.5%) disagreed + 48 (35%) students definitely disagreed _ total 94 students (68.6%) and that other materials and supplements are not required 35 students (25.5%) disagreed + 53 (38.6%) students definitely disagreed _ total 88 students (64.2%).

The students generally think that the digital mobile apps are beneficial but not sufficient for the Turkish language which is something that maybe can also be solved by changing and developing the contents of these digital mobile apps same as in the educational digital games. Also, the things that the students agreed on are that they find these digital mobile apps are enjoyable, entertaining and that they use them for daily Turkish, but they don't find them more efficient or useful than the other materials.

After analyzing the data of the students' attitudes and thoughts, here comes the last part of the online questionnaire which is the interview form. From the important data collected here is that when the students were asked if they play educational digital games to learn Turkish or not 50 (36.5%)

students chose Yes and 87 (63.5%) students chose No, and when they were asked if the educational digital games are effective and useful for them or not 78 (61.4%) students chose Yes and 49 (38.6%) students chose No. This indicates that the students think that the idea of using digital games to learn Turkish can be useful and effective for them but because of the insufficiency found in the designed digital games, they do not usually use them to learn Turkish.

Regarding the research's questions and the verification of its hypotheses, the first question of the research, which is (What is the current situation of language learning with educational digital games in Egypt and Turkey?), can be answered by looking at Table 9. After analyzing the responses to these questions, "Have you ever heard about language learning with educational digital games?" & "Have you played digital Turkish learning game/games before?". It is found that 76 (55.5%) students went for No and 61 (44.5%) went for Yes for the first question. 97 (70.8%) students went for No and 40 (29.2%) went for Yes for the second question. These percentages indicate that the idea of learning languages with educational digital games is not sufficiently widespread among young people who spend most of their time playing these digital games. It also verifies its first hypothesis that language learning with educational digital games is not sufficiently widespread in Egypt and Turkey.

The second question of the research, which is (How many educational digital games designed for educating Turkish as a second language are there on the market today?), can be answered by looking at table 4 that includes 25 important games for learning Turkish. It also

partially verifies the second hypothesis of the study that there are educational digital games designed for educating Turkish as a L2 on the market. As one of the important things observed here by the researcher while collecting these games is that most of the collected games are not designed with the aim of educating the Turkish language, they are fun digital games that can help its users in developing one or two language skills while playing it. It is also observed that most of the games designed with the aim of educating the Turkish language are mostly focusing on vocabulary acquisition and grammar and they are dedicated to beginners.

The third question, which is (How do the educational digital games designed for Turkish learning show distribution according to the devices (Computer (online/offline, tablet, phone, game console (Playstation, X-Box, Wii, VR-Glasses, etc.)?), can be answered from table 4 as well. Most of the collected digital games are designed for PC Windows, tablets, and phones. This verifies the third hypothesis of the research that the vast majority of educational digital games designed for Turkish learning have been developed to fit some portable devices such as tablets and phones, with less or no games played with the other devices.

The fourth question is (What are the technical components (Text, sound, film, interaction, etc.) of educational Turkish learning games?). When analyzing the technical components of the collected games in table 4, it is observed that most of the games include texts, images and flashcards with a few of them contain some audios and listening games. This partially verifies the fourth hypothesis of the research that the technical components of educational Turkish learning games are full of texts and they have no or

few multimedia components. As the technical components of educational Turkish learning games are not only full of texts, but also they include images, and flashcards with some others include audios and tests.

The fifth question is (How is the distribution of educational Turkish learning games according to the target skills (vocabulary acquisition, grammar, listening comprehension, writing, speaking, etc.) they are designed for?). When looking at table 4 and after analysing the 25 games found in it, it is found that most of the designed educational Turkish learning games in the table (11 games) focus on vocabulary acquisition or vocabulary acquisition and grammar with only two of these 11 games focus on culture as well. The rest ones (14 games) are games not designed with the aim of educating the Turkish language, they are fun Turkish digital games that can just help its users in developing one or two language skills, and the collected ones here only focus on vocabulary acquisition with only one focus on pronunciation. This verifies the fifth hypothesis of the research that the majority of educational Turkish learning games are for learning vocabulary and grammar, and there are no or very few games to develop other skills.

The sixth question is (Do Turkish learners benefit from digital Turkish learning games or for how much do they benefit?). The answer of this question can be found in table 13, which analysis the students' attitudes and thoughts about educational digital games. When the students' were asked (You think Turkish learning digital games are beneficial?), 60 students (43.8%) agreed, and 22 students (16%) absolutely agreed, total 82 out of 137 students (60%) answered that they find digital Turkish learning

games beneficial. However, when the students were asked if the digital Turkish learning games are sufficient to learn Turkish. 43 students (31.4%) disagreed, and 51 (37.2%) students definitely disagreed, total 94 out of 137 students (68.6%) answered that they do not find them sufficient to learn Turkish. This partially verifies the sixth hypothesis of the research that Turkish learners sufficiently benefit from digital Turkish learning games. As they agreed on finding them beneficial, but they just do not find them sufficient for learning Turkish.

The seventh question is (What are the Turkish learners' opinions about digital Turkish learning games?). The answer to this question can be found in table 13 as well. When the students were asked if they find the digital Turkish learning games beneficial, 60 students (43.8%) agreed, and 22 students (16%) absolutely agreed. When they were asked if they are enjoyable and entertaining, 49 students (35.7%) agreed, and 27 (19.7%) students absolutely. When they were asked if they enable them to practice, 36 students (27.7%) agreed, and 23 students (16.8%) absolutely agreed. Also, 43 students (31.4%) agreed, and 33 students (24%) absolutely agreed to the idea of integrating digital Turkish learning games into lessons in the classroom. All these percentages prove that Turkish learners' opinions about digital Turkish learning games are positive, and verifies the seventh hypothesis of the research that the Turkish learners' opinions about digital Turkish learning games are positive.

5. CHAPTER

DISCUSSION OF RESULTS AND RECOMMENDATIONS

After analyzing the data, it can be possible to discuss the results in the following points:

- The use of mobile apps in learning Turkish is more widespread than the use of educational digital games among the students.
- The percentages indicate that most of the students think that they found both the digital games and the mobile apps that they have used useful for learning Turkish.
- The language of the interface of the mobile apps and digital games is preferred as English among the students and after English Turkish comes then Arabic.
- There are not enough educational digital games designed to Turkish on the market.
- Most of the digital games found are fun games that can help the users in developing some language skills. They are not games designed for teaching the Turkish language as a L2.
- After analyzing the attitudes and thoughts of the students on Turkish educational digital games and mobile apps, it is observed that Listening & Understanding is the skill that the students agree that both Turkish educational digital games and mobile apps contribute to developing it, and Culture is the one they think that they definitely do not contribute in developing it.
- When analyzing the students' responses to the 10 questions that ask them about their attitudes and thoughts about the

educational digital games, it is observed that they think that the educational digital games are beneficial, enjoyable, entertaining, enable them to practice, and should be integrated into lessons in the classroom, but at the same time, they think that they are not sufficient for learning Turkish and some other supplements and materials are required.

- Regarding the students' attitudes and thoughts about the digital mobile apps, they were the same as their thoughts and attitudes about the educational digital games. They think that the digital mobile apps are beneficial, enjoyable, entertaining, enable them to practice, and should be integrated into lessons in the classroom, but at the same time they think that they are not sufficient for learning Turkish and some other supplements and materials are required.

- Regarding the data collected from the interview form about the participants' digital gaming culture it is observed that most of the participants (more than the half of them) expressed themselves as moderate gamers, who play the digital games from time to time. Less than half of the participants (51 participants) expressed their digital gaming culture as a non-gamer, who never play digital games, and the smallest part of the participants expressed themselves as gamers (20 participants), who always playing digital games. These results are different from the results that have been obtained by the researchers Alyaz & Genc (2016), as in their research the number of the gamers of digital games (46

participants) outcame the number of non-gamers (14 participants). These results may be a prove that the found Turkish educational digital games and not sufficient and beneficial enough for the students so the number of its users decreased by time.

- Out of 137 students, 50 (36.5%) students play educational digital games and 87 (63.5%) students don't, and at the same time, 78 (61.4%) students of them think that these educational digital games are effective and useful while 49 (38.6%) students think they are not.

Recommendations to Turkish educators and game developers

As from the obtained results it is obvious that the participants *strongly agreed* that Turkish educating games are beneficial and enjoyable, but only the ones found on the markt are not sufficient for learning Turkish. As a result, a cooperative work between Turkish educators and game developers for designing and developing more games aim to educate the Turkish language can be recommended.

These games should be designed in creative ways that attract the users, motivate, and help them while their Turkish learning journey. Moreover, instead of only focusing on vocabulary acquisition and grammar these games should be focusing on developing more than one skill at the same time and culture should be given more attention as it is one of the most brilliant and attractive things about Turkey and the Turkish language.

Recommendations to curricula designers and educators

Educational digital games should be integrated to the schools, educational institutes, and classrooms to help in encouraging and motivating the students in their learning process, as according to the this research's participants, educational digital games should be integrated into lessons in the classroom.

Turkish educators should be more aware of the Turkish educating games available on the market to be able to recommend the students with the games that are suitable for them and their level.

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APPENDICES

1.Öğrenci Profili Belirleme Anketi

Değerli Öğrencilerimiz, Bu anket, Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Dil Olarak Türkçe Eğitimi Bölümünde başlatılan “Eğitsel Dijital Oyunlarla Yabancı Dil Olarak Türkçe Öğrenimi: Dijital Türkçe Öğrenim Oyunlarının Analiz Edilmesi ve Öğrencilerin Eğitsel Dijital Oyunlardan Yararlanma Durumlarının ve Görüşlerinin Belirlenmesi” konulu bilimsel bir araştırma kapsamında öğrencilerin eğitsel dijital oyunlardan yararlanma durumlarını ve görüşlerini belirlemek amacıyla yapılmaktadır. Bilgileri eksiksiz doldurmanız çalışma açısından büyük önem taşımaktadır. Bu anket formuna gireceğiniz bilgiler sadece bilimsel çalışmalar amacıyla kullanılacak ve hiçbir şekilde başka ortamlara aktarılmayacaktır.

Katkılarınız için teşekkürler!

Kişisel bilgiler

1. Geldiğiniz Ülke: Metin girmek için buraya tıklayın veya dokununuz.

2. Yaşınız : Metin girmek için buraya tıklayın veya dokununuz.

3. Cinsiyetiniz: Metin girmek için buraya tıklayın veya dokununuz.

Kadın

Erkek

4. Üniversiteniz:

Bursa Uludağ Üniversitesi

İskenderiye Üniversitesi

Diğer (Yazınız): Metin girmek için buraya tıklayın veya dokununuz.

5. Okuyacağınız Fakülte Yazınız: Metin girmek için buraya tıklayın veya dokununuz.

6.Okuyacağınız Bölüm Yazınız: Metin girmek için buraya tıklayın veya dokununuz.

7. Öğrenim Kademesi:

Hazırlık Sınıfı

Lisans

Mezun olmuş

Yüksek Lisans

Doktora

8. Türkçe öğrenmeye nerede başladınız?

Ülkemde

TÖMER’de

Diğer (Yazınız): Metin girmek için buraya tıklayın veya dokununuz.

9. Kaç yıldır/aydır Türkçe öğreniyorsunuz? Metin girmek için buraya tıklayın veya dokununuz.

10. Türkçe Seviyeniz A1 A2 B1 B2 C1 C2

11. Sahip olduğunuz donanım(lar):

Bilgisayar PC

Laptop

Tablet

Akıllı Telefon

Playstation

X-Box

Wii

VR-Gözlük

12. Sahip olduğunuz cihaz(lar)ın işletim sistemi:

Microsoft Windows

Apple mac OS

Linux

Apple İOS

Android

Eğitsel dijital oyunlarla dil öğrenimi

13. Eğitsel dijital oyunlarla dil öğrenimi kavramını daha önce duydunuz mu?

Evet Hayır

14. Daha önce dijital Türkçe öğrenim oyunu/oyunları oynadınız mı ?

Evet oynadım

Hayır oynamadım

15. Oynadıysanız oyunların adını yazınız: Metin girmek için buraya tıklayın veya dokununuz.

16. Oynadığınız oyun(ları) faydalı buldunuz mu?

Evet Hayır

17. Oynadığınız eğitsel dijital oyunların ara yüzü hangi dildedir?

Türkçe

İngilizce

Arapça

Kendi Anadilimde

Diğer (Yazınız): Metin girmek için buraya tıklayın veya dokununuz.

Mobil uygulamalarla dil öğrenimi

18. Türkçe öğrenmek için mobil uygulamaları (App) kullanıyor musunuz?

Evet Hayır

19. Kullanıyorsanız uygulamaların adını yazınız: Metin girmek için buraya tıklayın veya dokununuz.

20. Türkçe öğrenmek için mobil uygulamaları faydalı buldunuz mu?

Evet Hayır

21. Mobil uygulamaların ara yüzünü hangi dilde kullanıyorsunuz?

Türkçe

İngilizce

Arapça

Kendi Anadilimde

Diğer(Yazınız): Metin girmek için buraya tıklayın veya dokununuz.

2.Oyunların Öğrenci Kazanımlarını Belirleme Anketi

1.Bölüm: Öğrencilerin kullandıkları dijital oyunların/mobil uygulamaların dil becerilerinin geliştirilmesine katkı sağladığına ilişkin düşüncelerini saptamak amacıyla hazırlanmıştır.

Eğitsel Dijital Oyunların Dil Yetileri ve Bilgileri Açısından Değerlendirilmesi						
Türkçe öğrenmek amacıyla kullandığınız eğitsel dijital oyunların dil becerilerinin geliştirilmesine ne oranda katkı sağladığını düşünüyorsunuz?		Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Kesinlikle Katılıyorum	Katılıyorum
1	Konuşma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Yazma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Okuma anlama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Dinleme anlama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Görme anlama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	İzleme anlama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Dilbilgisi / Dizim bilgisi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Sözcük dağarcığı	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Telaffuz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	İmla kuralları	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Kültür (Ülke bilgisi)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Medya Yetisi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Eğitsel Dijital Mobil Uygulamaların Dil Yetileri ve Bilgileri Açısından Değerlendirilmesi						
Eğitsel Dijital Mobil Uygulamaları Dil Yetileri ve Bilgileri Açısından Türkçe öğrenmek amacıyla kullandığınız eğitsel dijital uygulamaların dil becerilerinin geliştirilmesine ne oranda katkı sağladığını düşünüyorsunuz?		Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Kesinlikle Katılıyorum	Katılıyorum
1	Konuşma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Yazma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Okuma anlama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Dinleme anlama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Görme anlama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	İzleme anlama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Dilbilgisi / Dizim bilgisi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Sözcük dağarcığı	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Telaffuz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	İmla kuralları	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Kültür (Ülke bilgisi)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Medya Yetisi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.Bölüm: Öğrencilerin dijital oyunlara ilişkin tutum ve düşüncelerini belirleyebilmek için hazırlanmıştır.

Dijital Oyunlara İlişkin Tutum ve Düşünceler						
Türkçe öğrenimi için hazırlanmış dijital oyunlara ilişkin tutum ve düşünceleriniz doğrultusunda işaretleyiniz.		Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Kesinlikle Katılıyorum	Katılıyorum
1	Türkçe öğrenim dijital oyunlarını Türkçeyi öğrenmek adına yeterli buluyorum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Türkçe öğrenimi dijital oyunların faydalı olduğunu düşünüyorum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Türkçe öğrenimi için hazırlanmış dijital oyunları zevkli - eğlenceli buluyorum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Türkçe öğrenimi dijital oyunlarını kullanırken kendimi sınıf ortamından daha rahat hissediyorum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Türkçe öğrenimi dijital oyunları pratik yapmamı sağlıyor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Türkçe öğrenimi dijital oyunları günlük Türkçe için kullanıyorum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Eğitsel dijital oyunlar Türkçe öğrenmek için diğer tüm materyallerden daha verimlidir/faydalıdır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Eğitsel dijital oyunların sınıf ortamında yapılan derslere entegre edilmesi gerektiğini düşünüyorum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Eğitsel dijital oyunlar Türkçe için yeterlidir. Diğer materyallere gerek yoktur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Eğitsel dijital oyunlar Türkçe için verimlidir ancak diğer materyalleri destekleyici olarak başvurulmalıdır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Göreşme Formu

Katılımcı No:

Eğitsel Dijital Türkçe Oyunlarını Değerlendirme Görüşme Formu

(Oyuna ilişkin bulgular elde edildikten sonra son şeklini alacaktır)

1. Dijital oyun kültürünüzü nasıl tanımlarsınız?

- Sürekli dijital oyunlar oynarım (gamer)
- Zaman zaman dijital oyun oynarım (moderate gamer)
- Hiç dijital oyun oynamam (non gamer)
- Diğer: Metin girmek için buraya tıklayın veya dokununuz.

2. Eğitsel Türkçe öğrenim oyunları oynuyor musunuz?

- Evet
- Hayır

3. Eğitsel Türkçe oyunlarının Türkçe öğrenimi için yararlı/verimli buluyor musunuz?

- Evet
- Hayır

4. Cevabınız 'Evet'se oyunların yararlı/verimli olmasının nedenlerini açıklayabilir misiniz?

Metin girmek için buraya tıklayın veya dokununuz.

5. Öneriler

Metin girmek için buraya tıklayın veya dokununuz.

Curriculum Vitae (CV)

Hend MOHAMED ABDELMONEIM HUSSEIN

Ankara- Turkey

Personal Details:

Education:

- Master of Teaching of Turkish As A Foreign Language (in progress): University of Bursa Uludag, Turkey, 2019- present.
- Bachelor of Arts (Department of Oriental Languages-Turkish department): University of Alexandria, Egypt, 2015-2018.

Working Experience:

- Nov 2020- present: Working as an Arabic- English and Turkish interpreter at UNHCR in Ankara, Turkey.
- 2019- present: Master of Teaching of Turkish As A Foreign Language (in progress): University of Bursa Uludag, Turkey.
- Sep 2019- Jan 2019: Working as English Instructor at Mentora Collage in Bursa, Turkey.
- Sep 2018- Sep 2019: Working as English Instructor at American Culture language schools (Amerikan Kültür) in Konya, Turkey.
- Sep 2016- March 2017: Working as English teacher at Samy El Baroudy Experimental Language School for 6 months in Alexandria, Egypt.

Languages:

- Arabic: Mother tongue.
- English: Excellent (Speaking, Writing, Reading Listening).
- Turkish: Excellent (Speaking, Writing, Reading Listening).
- French: Good.

Certifications:

- Bursa Uludağ Üniversitesi Türkçe Öğretimi Uygulama Ve Araştırma Merkezinden (ULUTÖMER) C1 certificate, 2019, Turkey.
- Turkish language at Yunus Emre institute in Egypt and Turkey.

- Summer school Turkish language at TÖMER, Sakarya University 2017, Turkey
- English language course at American institute of language C1 certificate, Alexandria, Egypt.
- English language course at Ministry of Defense Language Institute- Modli Alex C1 certificate Alexandria, Egypt.
- First Aids course at Faculty of Science in Alexandria, Egypt.
- Certificate of Internship with AIESEC at Amerikan Kültür in Konya, Turkey.

Scholarships:

- A scholarship in Turkey (Sakarya) from Yunus Emre Institute.

(I stayed there for a month. I studied at TÖMER Sakarya. I learned lots of things about Turks and the Turkish culture while I was there, and my Turkish language has developed a lot)

- A scholarship in Turkey (Bursa) from YTB Türkiye Bursları.

(Master's Degree at Bursa Uludag University in Teaching of Turkish As A Foreign Language)

Personal Skills:

- Multitasker
- Dedicated team player with excellent client convincing, administration, communication, coordination, problem-solving, and negotiation.
- Works efficiently in the team with a Multinational team.
- Excellent communication skills, supporting and cooperating with colleagues.
- Able to work under pressure and give the best result.
- Creative and active.

Hobbies:

- Travelling
- Learning languages
- Photographing
- Teaching
- Surfing the internet
- Shopping
- Cooking
- Hanging out with friends
- Dealing with children

(I am honored to submit my CV to your professional organization and will be glad to join your team)