



## Invitation to M.A. Thesis Defense

Thesis Title:

**COMPARISON OF WORKSHEET-BASED AND DIGITAL GAME-BASED  
VOCABULARY EXERCISES IN TERMS OF VOCABULARY RETENTION  
AND INTRINSIC MOTIVATION**

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All interested faculty, academic staff, and graduate students are cordially invited.

 Friday, February 16, 2024

 11:00

 Online (Microsoft Teams)

# Abstract

This study explores the significant role of vocabulary acquisition in language proficiency and addresses challenges faced by students, including difficulties in vocabulary retention and the evolving learning preferences of today's "digital natives." With an awareness of the importance of integrating technology into language teaching, the aim of this study is to investigate and compare the effects of digital game-based vocabulary exercises (utilizing Memrise and Easy Notecards) and worksheet-based exercises on vocabulary retention and intrinsic motivation. The research was conducted on Turkish EFL students in the preparatory school of a state university. The study focuses on two distinct groups: the control group (n=19) and the experimental group (n=25). These groups aim to understand the impact of game elements in digital exercises and worksheets on intrinsic motivation levels. Employing a quasi-experimental design that includes both control and experimental groups, this research addresses the evolving needs of today's students and emphasizes the importance of vocabulary learning. Methodologically, the study employs a pretest-posttest design, including 44 B2 level students (23 male, 21 female) in an English preparatory program over a 4-week period. The results of the Vocabulary Achievement Test and Intrinsic Motivation Inventory, which are data collection tools, indicate a significant improvement in both groups in terms of vocabulary retention and intrinsic motivation. However, statistically significant differences in post-test scores between digital game-based and worksheet-based exercises were not found, suggesting similar effectiveness for both approaches. The Intrinsic Motivation Inventory indicates a moderate increase in positive motivation for both groups and suggests potential advantages of digital game-based exercises in reducing stress levels. In conclusion, the findings of the study demonstrate that both digital game-based and worksheet-based vocabulary exercises can be used as effective instructional methods in foreign language education, promoting both intrinsic motivation and supporting vocabulary retention.

**Keywords:** *Digital Game-Based Learning, Gamification, Intrinsic Motivation, Vocabulary Retention, Worksheet-Based Learning.*