

Using Gamification in English Language Learning in the ESOL Context of Bangladesh

By

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A thesis submitted to the Department of English and Humanities in partial fulfilment of the
requirements for the degree of

B.A. in English

Department of English and Humanities

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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at BRAC University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Approval

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Abstract

Research suggests that in the case of language learning, developed countries are bringing technology-focused modern techniques. To date, there has been a limited study on bringing new and modern concepts on this aspect in an ESOL context like Bangladesh. Thus, the study aims to apply Gamification as a new concept in English language learning among students from Bangladesh. In addition, the current study explores how students of secondary level respond to Gamification, and what do they think about this technique and its problems. In order to collect data, I have adopted a qualitative multiple case study approach where six participants from higher secondary level of education were selected through purposive snowball technique. I taught the participants English vocabulary and grammar items through traditional lecture mode and Gamification such as Kahoot respectively, over two - days sessions. After the teaching sessions, participants' semi-structured interviews were taken to find out their perception regarding both traditional and gamified way of learning English. Qualitative thematic analysis of the coded interviews revealed that the participants enjoyed the gamified way of learning vocabulary and grammar. They were highly motivated and encouraged towards learning. In addition, they felt that this new technique of learning was interesting, innovative, autonomous and different from the traditional mode of rote learning. The findings of the study will help English teachers to think of a new way of teaching English in a ESOL context such as Bangladesh. Moreover, it will encourage policy makers to add such techniques in mainstream classrooms.

Dedication

I would like to dedicate this research paper to my beloved parents who have given immense support and respected my decision.

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Chapter ONE

INTRODUCTION

1.1 Background of the Study

In the twenty-first century, digitalisation with the use of technology is observed all around the world. Thus, digitalisation has become a worldwide phenomenon and a component in the advancement of human life. Digitalisation in the educational sector is no different and in order to maintain a nation's pride improvement in the education sector is a must. As Sousa and Gorlo (2020) state, the education sector is considered the most productive sector for a country's overall achievement and an educated generation works as a guarantor of a highly developed country. Technology focused instructional activities makes the study material much more fascinating and delivers practical knowledge. Arychev and Mentsiev (2020) highlights, the era of digitalisation has presented a modern form of education to us. Modern education altogether is different from traditional education because it educates about the abilities which are required today. It fosters creative thinking abilities, picturing, envisioning and innovation. Therefore, modern education is an upgraded version of traditional education. On this note, Bejinaru (2019) asserts that, digitalisation process is a strong trend in education in case of reforming and modernising the global educational environment. This era of digitalisation is generating specific challenges in the professional field where digital skills and competence is necessary to achieve professional and individual success. To meet all the challenges of achieving individual success or professional achievement, technology is a priority that can bring competitive advantages for the education system. On this note, Griban (2019) states that digital technologies are a special environment that opens up new possibilities and many paths of achievement.

Digitalisation of learning and teaching English is called digital English or electronic English. Mufida (2016) states, Digital game-based learning, would reduce foreign language learning anxiety among students and promote better grammar achievement. This research also mentioned that Gamification encouraged student's overall language learning achievements. One of the utilisations of digital technologies that is widely used in Education sector is Gamification. It is a teaching method which arrives from technology based digital education. Gamification as an idea was coined in the year 2002, but the implementation began in 2010; since 2015, this method is getting lifted up in the educational sector and widely adopted through various countries around the globe. As Pathak and Aggarwal (2021) mention, Gamification as an emerging trend in teaching because of its diverse purposes. The ability to strengthen engagement, stimulate innovation, modify user behaviour with motivation and enhanced learning, and ensure better result are the main reasons for people's current interest in Gamification. Besides, this is the only approach bringing ideas from video game into non-gaming context such as educational institutions. In this regard, Sandak and Starčič (2019) assert that, in simple words, Gamification means game-based learning facilitate the learning experience. Also, some internationally known educational games are specifically designed for learning and skill acquisition, not just for entertainment. Using game mechanics (points, badge, leaderboard), game dynamics (reward, status, competition, achievement) and other criteria to assist learning and different process inside a classroom. He also says that Wide adoption of technology in personal and professional context directed to explore more potential approaches to make learning more fun, engaging and effective.

It is not possible to apply a new teaching method without the cooperation of the teachers. Gamification comes with the new style of delivering lessons to the students while introducing teachers to a wide range of technology. As Kazana and Kakkou (2021) express, this current form of education requires teachers and instructors to be equipped with it. As suggested, the main objective of this technology focused education is to prepare a student for the ever-changing world. It is impossible to think of a modern lesson without the introduction of innovative technologies. Thus, using alternative teaching method has become a key concern as a modern supervisory tool to strengthen teaching. Similarly, Griban and Griban (2019) highlights, Digital environment requires a shift in attitude among teachers and the academic community, as well as the construction of a new worldview and whole new ways and forms of working with students. So, in order to successfully implement this concept, our teachers should have the access and requisite skills to perform accordingly inside classroom.

Gamification as a teaching method got populated carrying the notion of alternative learning. Countries like Canada, Australia, Iran, Poland, England, Israel, USA and our neighbouring country India adopted the technique and started widespread application of Gamification because of its positive outcomes and popularity. Especially in second language learning, gamification achieved significant positive outcomes. Gamification combines features of videogames or plays into the learning environment to increase engagement and involvement by using well-designed digital activities to enhance learners' language (as cited in Maloney, 2019). In order to keep up with the pace, Bangladesh also needs to bring a concept like Gamification in classrooms. Therefore, this study aims to introduce Gamification as a new method to learn English in Bangladesh.

1.2 Effectiveness of Gamification

Today's world is bringing various changes, especially in the case of children and youth and technology has become an essential component for leisure time. The aspect of technology explored mainly through the students is video games as a large proportion of the young generation has found their source of entertainment in video games. Moreover, video games are rising in popularity and Gamification upholds the idea of implementing concepts of video games inside classrooms. Similarly, Gamification gets a good welcome in the case of second language learning. Dehghanzadeh (2019) reviewed 22 articles and claimed that LESL (learning English as a second language) is the most positive reported outcome from Gamification. Besides, vocabularies, pronunciation, speaking and listening have also positive results for LESL gamified environment. Similarly, Mikašytė (2018) overviews six gamified learning environments in the ESL classroom, which are six different approaches to establish a gamified classroom. The result shows that students who have been gone through those techniques significantly improved English language understanding than those who received conventional ESL instructions. Furthermore, Yanes (2019) presented utilizing Gamification and a game for English language learning within 49 participants. He showed that gamified learning and learning English language using a game create a joyful ambience and a relaxed place for learning. Students were highly attracted to learn, and it was a better experience for them than a regular classroom. Students have also enhanced their confidence in English speaking, and it also fosters their creativity.

Taking education through gaming application is another popular way of studying through Gamification. Nikmah (2019) states that many excellent mobile and computer applications bring positive impacts in teaching English. Learning English with the help of fun platforms bring ease to all aspects of life. Flores (2016) assures five games, namely Class Dojo, Edmodo, Duolingo, Zondle Socrative and Brainscape, can motivate and encourage

learners to learn their second language. Using these games inside classroom has improved students grade up to 9%, and failing decreased by 16%. Similarly, Lin and Kaur (2018) analyzed students' attitude towards Kahoot, a popular and well-designed online learning platform. When Kahoot was used in a university classroom in Malaysia, students were highly motivated to engage in different learning activities. It strengthens the theoretical and practical knowledge. Moreover, students consistently participate in quizzes and graded exercise, making Gamification an essential instrument for a reliable teaching method in future use.

One important tactics of a successful learning session is to keep up the interest of the students. Even if the instructor is skilled at teaching, students may become bored due to the lack of interest (as cited in Asriati 2019). On this note Perasada (2017), in language learning classrooms, often students are not seen interested in exploring a new language. Moreover, student's attention towards study is decreasing. Furthermore, it is not easy to control teenage students if they disliked the learning environment. Sometimes they become hyperactive and misbehave with the instructor. But when Gamification is applied in her classroom, she experienced positive results. Students started to work hard, even asking for extra homework. In addition, weaker students got more engaged with class activities which improved their performance. Regarding finding interest in learning Nagashibaevna (2019) asserts, Passive learners (learning without interaction) do not have the determination and instrumental motivation for learning English. Moreover, such learners find themselves very uncomfortable if they are forced to learning. But, on the other hand, English learning has to be fun and rewarding. Thus, introducing something new for today's students has become a necessity.

The addressed issue has played an essential role considering Gamification as an effective teaching technique in ESOL context. Gamified methods of teaching are more student-centered and it empower learners to have full control what they are learning. According to Dursun (2018) Gamification elements had an important role increasing the

student's interest. It is also found that Gamification ensures a friendly competitive environment between students which made the overall scenario more interesting. Besides using game thinking and game mechanics in teaching and rewarding them with points and badges positively changes learners' behaviour by motivating them with better engagement (as cited in Wad and Ghadban 2019).

The youths of Bangladesh are also familiar with video games. In fact, mobile games have grown so much popularity in our country. On the other hand, education sector has possibly seen the least amount of innovation, a student does not get to see the use of new teaching technique often. Most of the institutions follow the age-old methods to educate generations after generations. So, this study highlights the application of Gamification from a Bangladeshi teaching perspective and analyzes the effectiveness of this method for our education system.

1.3 Statement of the Problem

Modern technology is taking over every sector in a community including education. Gamification is a part of educational technology which is used by countries with high educational rank, such as Ukraine, Poland, USA, China and Netherland, have already brought a change in their classrooms with this method. Gamification has been used by teachers, including English teachers that showed positive effects such as motivating students, increase participation resulting better learning. (Glowacki, Kriukova, &Avshenyuk, 2018; Rothwell Shaffer, 2019; Antonaci, Klemke, & Specht, 2019). However, in ESOL countries, there are limited studies on gamification.

In case of Bangladesh, limited number of studies addressed how to use gamification in English classrooms. For instance, Hasan and Akhter (2013) used a Facebook-based cloud application called “Wisdom” to introduce English language as authentic and communicative

way. Here each student has their different roles and avatar to represent them. In this application, they can communicate with other students through their avatar, participate in different quizzes to achieve a particular goal and display their achievements. Here, learning happens in a practical way primarily through communication. Other implementation of gamification focuses mostly on mathematical and analytical perspective. On this note, Tumpa (2018) states that Bangladesh is also trying to adopt gamification in education with increasing popularity. For example, Balloon Shooter is a game designed for kids who are about to learn basic mathematical operations. This game is developed through extensive research where education is covered with stories and gradual level up. Players can select whether they want to play the game in English or Bengali.

A number of research presents that no broadscale use of gamification in Bangladesh. The lack of research on this field leaves a gap on what would be the overall impression if gamification is applied in a ESOL classroom in Bangladesh. That is why this study aims at exploring how specific techniques of Gamification can be used for teaching English learners in a ESOL context such as Bangladesh. To find out the effectiveness of these techniques, the researcher has to know how do the students respond to the Gamification applications and what challenges they face. Moreover, it is important to know their perception regarding these new techniques. The findings of this study will be useful for implementing Gamification in English language teaching in Bangladesh in future.

1.4 Central Research objective

To explore how Bangladeshi students of secondary level respond to Gamification in English classrooms, how do they feel about applying this technique inside language classroom and what challenges to apply Gamification.

Research Questions

To accomplish the research's purposes, the following research questions have been developed.

1. How do the students respond to the application of Gamification in English language learning?
2. What do the students think about using Gamification in English language learning?
3. What could be the challenges of implementing gamification in Bangladesh?

1.5 Scope of the study

This study expose how students reacts to Gamification and to what extent they can understand and perform activities designed with Gamification technique. Moreover, this study also explores how gamification can become a new technique to teach English language in Bangladesh and mentioning the difficulties comes with it. There is very limited number research exists in Bangladesh which explores how to apply Gamification in second language learning especially, English language

The scope is broader because the research design can be implemented in any academic format of teaching and learning English language. The task designed for this research can be applied in any academic English teaching course outside school and colleges.

Prominently language learning institutions can apply this method to bring a change in their English language learning courses.

The setting of this study is in Bangladesh and participants belongs to different educational institutes following Bengali and English medium of education. One thing they have in common that all of them are non-native speakers of English language and belong to ESOL context. The reason behind working with such participants creates the scope to apply Gamification technique following exact method in other ESOL countries as well. Moreover, this study also shows how to implement Gamification in within non-native speakers of English as well creating more scope for this study.

1.6 Significance of the study

To date, a very few studies have explored the possibility of using Gamification in Bangladesh. Moreover, limited research has been done to exhibit how Gamification can become a new technique of English language learning in ESOL countries. This study fills the gap of knowledge by showcasing the application of Gamification in language learning within students from ESOL context. Moreover, this study also highlights the reactions and the feelings of students regarding Gamification. In addition, it also describes to the strategies to convert a traditional Bangladeshi classroom into a gamified one with Gamification technique. Besides this study gives a proper example from designing a lesson to taking a quiz and comes up with the difference in between mainstream learning and learning with Gamification.

All the students of this study have chosen English as their second language. In fact, most of them are from Bengali medium of education where their academic contents are written in Bangla language too. Thus, this study gives a clear example regarding to what extent Gamification can bring some change in English language learning classrooms.

The study is valuable in the field of teaching and learning. The activity session to conduct the research includes both lesson planning and finding out the outcomes of that teaching. The lesson planning process including game designing covers the fundamental process to apply gamification. On the other hand, participants playing the games and providing feedback ensures the ability to modify English language learning with gamification.

1.7 Limitations of the Study

This study has certain limitations which I would like to introduce in this section. First of all, the pandemic situation and nationwide lockdown hampered me the most in the phase of data collection process. This initial aim of this study was to apply gamification technique in a classroom or in a classroom type setup. Unfortunately, this could not happen because during the pandemic all the schools and colleges were shut down. In these circumstances I had to arranged six participants to conduct my research and data collection process. As a qualitative researcher it is important to witness participants performing in the activity and taking live interview. But because of pandemic situation in some cases I need to use online platforms to arrange interview session. I have used Zoom application to set up meetings and interviews with some participants because of the same reason. In this study, I have only worked with only two topics of English language learning to see how Gamification is received by the students.

1.8 Definition of key terms

Gamification: Gamification is a technique to incorporate video games in academic lessons.

As Yordanova (2016) mentions that gamification is the idea of using game context, themes, and ideas to motivate students and improve formal and informal learning.

ESOL: According to Cambridge Dictionary, ESOL stands for English for speakers of other language. It is to refer teaching of students whose first language is not English

Higher Secondary Level: According to Bangladeshi Education system higher secondary level refers to the students who have finished their school and now studying in Intermediate level in different colleges around the country. Class 11 and 12 is equivalent with Higher secondary level.

Chapter TWO

REVIEW of RELEVANT LITERATURE and RESEARCH

This chapter discusses relevant theories related to gamification in education and English language teaching. The current study aims to explore how Bangladeshi students of secondary level respond to Gamification in English classrooms, how do they feel about applying this technique inside language classroom and what challenges to apply Gamification. For the convenience of reading, this chapter has been divided into three parts, namely,

Part one: Concept of gamification

Part two: Language learning and gamification

Part three: Bangladesh perspective

2.1 Part One: Concept of Gamification.

Gaming has become a well-liked pastime or entertainment feature all over the world. People of all ages enjoy playing video games as it is exciting. As popularity of video games are growing all over the world expertise in education thought of combining game and education and came up with a new strategy making the study more enjoyable. In search of a new teaching method beneficial for both teachers and students, gamification as a theory comes to light. As Marczewski (2015) states that gamification uses game design techniques, game-like thinking, and game mechanics in the non-gaming context. A vast number of people who plays video games regularly are students so incorporating gaming into education is beneficial, and this concept is called gamification. On this note, Yordanova (2016) mentions that, Gamification is the idea of using game context, themes, and ideas to motivate students and improve formal and informal learning. He adds that E-learning based on modern ICT creates

the favorable condition to implement gamification in education. Adopting new technologies and modernity is a gradual process for today's generation. So, innovation and executing new ideas in the education sector is necessary. Thus, gamification as a teaching method is accepted across the world. According to Kovac (2018) findings, Gamification is becoming an increasingly popular concept in education because, nowadays, teachers and instructors face difficulties in motivation and engagement. This 21st century highly values collaborations, critical thinking, creativity, and communication where gamification can play a vital role in promoting them. All these qualities prepare students for discovering their interests and guide them for a better career. Gamification can also bring positive behavioural change, ensuring better comprehension. In this world of technology internet and online education have become an essential source of gathering knowledge. As a teaching method, gamification could be applied in online education as well.

2.1.1 Gamified Classroom vs. Traditional Classroom

The idea of a gamified classroom is transforming a traditional classroom activity with game activities. There are concepts used inside video games that can be useful for an educational purpose which is the central theme of this idea. Inside a gamified classroom, regular day-to-day classroom activity is transformed with game activities by bringing ideas from the game world.

2.1.1.1 Features of a gamified classroom

This part describes the possible ways to create a gamified classroom. There are several features in gamification, such as Hill (2016) talked about the essential features of gamification, requires creating a gamified classroom.

First, students will always be under multiple challenges according to their understanding level. Like the task will be designed by keeping to what extent students can perform them by themselves. Second, active participation will result in leveling up with acquiring more knowledge. Students will go one step to another by completing assigned tasks and knowledge. Third, students can pick topics according to their area of interest in assignments or other graded activities, just like picking characters while understanding their abilities in a game. Finally, inside a gamified classroom, students can make mistakes and learn from them without hesitation or fear. Same features are also available in every video game where players can attempt the same quest multiple times and building strategies from it to pass that quest. Dwyer (2018) identifies, an effective gamification features as the following,

- Assignments and classwork are battles and quest and each section work like a team.
- Students can pick different game names for their guild, such as District 204, Straight Outta Section 1, and many more.
- In every section of a class, students divide into small teams to complete several daily activities.
- The students construct the rules and norms of the game via voting.
- XP means “Experience Points”, which each student or player can use to level up and showcase by completing battles, quests, as a class task, and free handwriting exercise. The experience points are never lost, and failing is not criticised inside the classroom.

He also gave an idea of a role-playing game by which newcomers on the campus and newly admitted students can explore the campus and investigate. It impacted tremendously as many students visited the school library with much interest. This model also allows students

to adopt the preferred style of acquiring knowledge while critically thinking and completing every task. Also, Squires (2015) highlighted another application of gamification at a middle school ensuring a full gaming environment. Here students have gone through challenges that requires critical thinking, team combination, and other step-by-step action to complete the game completely. After this, the student involvement rate jumped from 17% to 80%. Besides, a friendly relationship was established between students and teachers, which helped them beyond the classroom. To understand the changes inside an Asian classroom due to implementation of gamification, Cheong and Filippou (2013) used a gamified quiz mobile application. Using two times in a week and after four weeks, the result was impressive. A majority (77.63 %) of the students were highly engaged to complete the quiz and 64% of students did not feel worried, exhausted, miserable while playing Quick Quiz. Moreover, 52% of students felt that gamified learning improved their performance while 60% of students believed that it increased their learning effectiveness and helped them to achieve better grades.

In traditional teaching, teachers are mostly the controller of the classroom. Student participation is considerably low and students feel reluctant to take part in decision making and class activity. Moreover, education is textbook-oriented, mainly without any practical knowledge. Zohrabi (2012) mentions that in the teacher centric classroom the main focus is getting the students to perform well on state-mandated tests rather than prioritising their need. The way of assessment only consists of taking the examination. A majority of the countries follow these same ideas in the case of education. As a result, students do not feel interested in joining classes. On the other hand, gamification allows students to be more autonomous in the classroom. In this regard Lynch and Garber (2020) explored the high rate of acceptance of gamification and creating a gamified classroom in today's world. The increased amount of

video game popularity made teachers get out from traditional teaching and establish gamified classrooms.

Without institutional learning, for students who prefer to stay home and self-learn through the internet, gamification can also benefit them. On this note, Chang and Wei (2016) mention that platforms like Coursera, Udemy, and Edx have been surveyed, and more than 50 percent of the learners in their two years' online learning felt that the study mechanics of gamification made the courses more engaging. In addition, online education-based applications like Class Dojo, Badge Vile, Grade Craft allow a teacher to create an environment with an “immersive learning experience” (page number needed). If a student fails to complete any designated task, he/she will work hard, reassess the whole concept, keep on searching for mistakes, just like retrying a challenging mission in a video game. The whole process teaches students to learn by themselves.

2.1.2 Freedom to fail

Another iconic feature that makes a difference in traditional teaching and gamified teaching is the idea of learning from failure. A student can make multiple attempts to learn without the risk of losing marks. The belief is, students will make mistakes, and gradually they will learn from them. This is the most aspiring and wonderful part of gamification, which helps the students to work hard and do not lose hopes. Neustaedter and Stott (2016) state that each game encourages players to go through several experiments without causing irreversible damage, providing multiple lives, or allowing the player to start again from the recent checkpoint. All these are to explore the game entirely. If this same idea, "freedom to fail," is incorporated inside the classroom, students will be encouraged to take risks and experiment. Gradually the focus will be shifted towards learning rather than thinking about the outcome or getting marks all the time. On this note, Dicheva (2014) mentions that benefits like

freedom of failure provide a second chance for the poor task performers to learn from their mistakes without worrying about any penalties. If students are encouraged to participate without hesitation, it will give them the courage to acquire new knowledge. According to Neustaedter (2013) using gamification can increase the overall achievements of the students. Students think that they are inside a game which lowers fear of failure. Using features like levels and progress, students can learn from one particular point again and again till they fail or stop. It also develops students' social skills as this process is very much interactive. Former Employee of NASA and a popular Youtuber Mark Rober (2018) delivers the idea in his TEDx speech that in video games where players are allowed to give multiple attempts to fail in order to accomplish a particular mission. Each failure attempt helps us to overcome our mistakes. This same idea can be applied in the classroom in case of learning anything new. This "life gamification" process encourages us to tackle all obstacles and conquer every difficulty, like a video game.

2.1.3 Advantages of Gamification

There are some notable advantages comes with gamification which have positive impacts among student and helps to bring out the best from them. As Alsawaier (2017) asserts, students' engagement levels grew rapidly after the introduction of game elements in many studies. Researchers who conducted empirical research on gamification elements agree that instant feedback and collaboration have a positive impact on students' engagement, motivation, and overall performance. When gamification features are implemented, positive results, such as higher likeability ratings, increased significantly. Argumentation, Critical Thinking, engagement, motivation, satisfaction are also key positive outcomes seen in students inside a gamified classroom (as cited in Noorozi & Talee, 2016).

2.1.3.1 Motivation and Engagement

Motivating students is one significant aspect that helped gamification to attract the attention of new generation teachers and students. Wad and Ghadban (2019) state that using game thinking and game mechanics to solve the problem positively changes learners' behaviour by motivating them with better engagement. Feeling demotivated and uninterested can occur by following the same style of learning for a long. Implementing a new teaching method will help students get motivated and break from their monotonous learning style. In this regard, Byl and Hopper (2017) stated that an effective educational environment shares many similar vital attributes relating to video games. Bringing games into education comes from the notion that game is fun, but education is not. The role of gamification is to engage people who do not want to participate, and the result came out positive. After practically implementing gamification, it is proven that a significant amount of engagement is found in the case of playfulness and alternative pedagogy dimensions. Furthermore, playing is intensively related to age and cognitive development; therefore, applying this strategy from early childhood can gradually develop features like setting goals, taking challenges, and facing them. The most active students are those who are playful and preferred alternative learning. Gaming approaches lead to a higher level of commitment and motivation for learners. It makes education more attractive by providing a reward for every task a student performs (as cited in Giang, 2013).

Gamification not only motivates students but also assists in creating a situation where students love to participate. On this note, Seaborn and Fels (2015) conducted a review of 32 studies on the educational use of digital gamification elements. 20 of the 32 studies found a link between gamification and higher levels of motivation and engagement. The remaining 12

studies found no link between student engagement and the introduction of game elements, producing negative results. The negative or mixed-results studies focused on limited gamification aspects or forced students to work with the game options available rather than giving them a choice. Positive motivation can bring change in class performance. As Cheong (2014) asserts, if the learners' motivation is increased, this could serve as positive indicators for achievement and performance. In longer periods, students likely to engage more which helps them to learn more.

This method creates a better future for the students because each task of gamification blends textbook knowledge with proper application skills. In this highly competitive era, practical knowledge, as well as theoretical both, are equally important. Safapur and Taneja (2017) points out traditional studies do not provide enough opportunities for graduate students to gain sufficient knowledge, skills, and abilities for their future job life. Moreover, students are primarily full of theoretical knowledge, not knowing how to apply them in real life. On the other hand, gamification allows students to enhance higher-order cognitive skills, more engagement in classwork and carefully designed decision-making to enhance interaction obtaining social skills. It also shows that gamification creates healthy competition among students, motivating them to try harder and not lose hope. A creative way of thinking is appreciated in this style of education. This enhances the cognitive development of students and inspires students to think critically.

Creating tasks combining with critical thinking through Gamification ensures every student work hard and not depending on other classmates. On this note, Fischer and Barabbas (2020) state that Gamification increases the level of critical thinking among students as most of the games has critical thinking and problem solving as a standard feature. There are already existing projects like this where students are meant to conceptualize, analyses,

synthesize and evaluate information before applying. As players, students also need to think systematically and critically to solve problems.

Extroverts and introverts are two types of students found in every classroom. Gamification can be helpful for both these types. Cosh (2014) studied how the materials of gamification effects both extroverts and introverts. Leaderboards and being top of the table were equally enjoyable for both types of personalities. The concept of badges was more accepted by the extroverts. However, introverts liked that idea as well. The Reward system was beneficial for extroverts and neutral for introverts also enjoyed it. Introverts usually remain very uninterested in class, but gamification might change this scene.

2.1.4 Disadvantages of Gamification

Like every good thing, Gamification as a technique has some imperfection. Firstly, playing video games is always considered a medium of distraction for students. Mayer & Johnson (2010) highlights the most common problem of this method that entertainment features of games might distract the player from the academic content and involved in gaming mostly. The introduction of competition inside classrooms may encourage students to hate each other, leading to severe problems related to bullying. Besides, some learners may be careless when it comes to competition due to the lack of self-confidence, which makes them lack the motive to participate.

Another common issue is that video games are addictive and takes much time. There are some health concerns as well. Time management is another big issue in this method as it takes preparation to completely gamify a classroom. As Wilson, Calogne, and Henderson (2015) mentions that gamification could be beneficial for increasing participation and motivation, but sometimes students face complexity to understand the gamified task and perform accordingly. Time is needed to construct a gamified classroom which sometimes can

be an issue. Creating game interface design, particular game methods with game design patterns could be an extra problem in some cases.

Motivating student is one of the most aspiring features of this method but motivation does not work same for everyone. On this note, Haaranen (2014) refers that motivation works differently for different students. In quest of recommendation through earning points and collecting badges may challenge intrinsic motivation inside a student. External rewards also hamper internal motivation inside a student, making them learn something just for knowledge and learning. Furthermore, studies also show that students who are engaged with gaming retrieve more motivation than the students who are not. Furdu (2017) explores some other drawbacks of Gamification. In the case of rewarding, it should be the effort needed to be rewarded, not the mastery. Establishing that all students should see failure as an opportunity instead of becoming unmotivated could be challenging for the instructors. The challenges and quests should be constructed carefully to keep up students' engagements. Motivators like points, badges leaderboards will not be effective for the students who are not naturally competitive. If these ideas are only used to gamify the classroom, such students will lose their interest.

2.2 Part two: Gamification and Language Learning

Usually, language teaching depends a lot on rote learning. Most of us learn our second language by memorizing vocabularies, constructing sentences under structures, translations, and other methods. As a result, the experience of learning a new language or second may not be pleasant for everyone. Furthermore, some people have all the conceptual knowledge of a language but do not know how to use it. Under gamification, the teaching necessary for learning a new language is delivered but pleasantly and enjoyably so that students love to learn the language. Speaking practice also gets a high priority, and each session remains very

much interactive. Noorozi and Talaei (2016) reviewed 22 publications dated from 2008 to 2019 in this paper. Studies reported positive effects for the second language learners and entertaining yet beneficial learning experience. Specific ideas such as points, badges, leaderboards, progress bars, performance graphs, quests or missions, levels, avatars, and reward systems can be implemented in language learning. In grammar, vocabulary, writing, listening, pronunciation, gamification can play a positive role in delivering significant outcomes.

2.2.1 Using gamification to learn a new language

Gamification can bring positive change as a successful application of gamification is seen in language teaching programs. The use of game mechanics improves the abilities to learn new skills by 40% (as cited in Gabe & Zichermann 2016). On this note, Florczyk and Mostowski (2018) analyzed gamification in a Polish language learning classroom, an ideal example of applying gamification in language teaching. A Polish language learning classroom with the perfect application of setting a goal, obstacles and overcoming it, healthy competition, challenges, curiosity and control helped students learn the language successfully. All the students were under the close supervision of the teacher during the tasks. In this way, the teacher delivered the lesson more creatively, breaking stereotypical teaching methods, and the students have gone through a pleasant learning experience. Another example would be the study of Kotob (2019), where he experimented with a class of eleven students to understand the effect of gamification on students. Before applying the strategy, learning Arabic was enjoyable to 63% of students. After applying the strategy, it jumped to 90%. After applying gamification, the number of student participation jumped from 45% to 81%. The amount of choosing Arabic language course over other increased from 27% to 72%. Even students enjoyed completing their homework as 81% of students were submitting their homework

regularly. This evidence proves that gamified learning atmosphere can foster learning a new language among students. The effect of gamification remains essential outside the classroom as well.

Moreover, Flores (2015) states that the implementation of point system, leaderboards, and immediate feedback enhances a student's motivation and participation in second language learning. According to him, this will also help the student to take a risk and improve self-esteem. Learners can share their earned points and badges through their LinkedIn profile for worldwide recognition through the internet. He also highlighted the successful application of CALL inside the classroom to keep up student's interest. Such findings match with Paul (2020) describing CALL (Computer Associated Language Learning) benefits both teachers and students. CALL is well accepted among teachers because of its easy implications, time-saving, and different from traditional teaching methods. Students also pay more attention to this teaching style as it is new and can hold students' interest. CALL also guides the students to surf the internet and polish their language skills, encouraging students into self-directed learning.

In multiplayer gaming, a player needs constant communication to play better. For the sake of better gaming, players have no other option without communication. On this note, Shatz (2015) assert that in video games, and players are bound to communicate in some particular language. Especially in multiplayer gaming, a player needs to listen as well as communicate while playing the game. While gaming, most people remain stress-free, anxiety-free in this environment. Video games can help students take risks in case of learning a new language. Thus, players engage themselves in taking risks and try to communicate with teammates with helps them to be more competent with that particular language.

2.2.2 Game-like application for language learning

As mentioned above, internet can encourage a student to self-learn. Study and gaming these concepts are opposite of each other. Nevertheless, the idea of a game-like application is to deliver education in a game-centric environment. Using this concept, there is some language learning application accessible by everyone through the internet. All these applications and software work like a game and also useful for education. Prathyusha (2020) explores the internet world and grabbed the online application that promotes language learning. Such mobile applications design specific lesson plans for every student covering activities like listening, speaking, writing, vocabulary testing, and many more.

One such application is Duolingo which helps a learner to learn any language simply using a mobile phone. In Duolingo, the lessons are delivered through different language learning tasks such as translating words, listening to something, typing it down, pronunciation practice using a phone microphone and building sentences on the target language. Everything inside this application is designed in a game like way so that the learner feels that he playing games while learning a new language. Similar to this application Language Nut is another platform that consists of a vast number of stories, songs, tests, and games which improves to sharpen the practical use of any language. Here students can learn the use of language by listening to songs, story or participating in tests. Vocabulary is an essential part to master in case of learning a new language and learning vocabularies will be stress free and enjoyable with a game called Mindsnake. Playing this game, a student can learn vocabularies from a different language such as Italian, French, Spanish, Portuguese, German, Chinese, and Japanese, which makes learners more competent with the target language. Developing the habit of communication makes language learning faster. The

Language Game gives player/students this opportunity which is a multiplayer game where a learner plays mini-games with another learner while learning a language. Here learners can pair up with their friends as well.

Apart from language learning, there is some application which helps to teachers create homework and quiz easily. Class Dojo is a school communication platform where teachers, students, and family members share different photos, videos, and messages to share ideas and spread learnings. This app is highly influential from pre-kindergarten to eighth-grade students. Zondle is another game-based learning application where teachers can create custom games with questions for students. Cheong, Filippou (2013) Used a gamified quiz mobile application in his class and results shows that game like the application can grasp student's attention and students feels more connected with the classroom activities. This application is an educational quiz-based learning game. Using two times in a week and after four weeks, the result was impressive. A majority (77.63 %) of the students were highly engaged to complete the quiz. 64% of students did not feel worried, exhausted, miserable while playing Quick Quiz. Moreover, 52% of students felt that gamified learning improved their performance. 60% of students believe that it increased their learning effectiveness and achieve better grades.

2.3 Part Three: Gamification in Bangladesh Perspective

In Bangladesh, nothing much has been in changing the teaching method through Gamification. However, efforts are seen to bringing a new concept to make education more interesting for the students. According to (Humanitarian Leadership Academy & a2i 2018) organized a five-day workshop on Gamification. Twenty-five teachers with ICT expertise were invited to take part in this workshop, and participants had the opportunity to develop education-centric games and came up with their ideas as well. Participants generated five

games prototype which was created in Bangla. All the games are published in an online marketplace as well. Tumpa (2018) states that with increasing popularity Bangladesh is also trying to adopt gamification in education. Balloon Shooter is a game designed for kids who are about to learn basic mathematical operations. This game is developed by researching the game kids like and creating a whole new game where the education is covered with stories and gradual level up. Right now, this game has five levels; students learn new things by leveling up. Designers have a plan to design 300 levels with a different kind of learning in the future. Players can select whether they want to play the game in English or Bengali.

The mentioned scholarly articles emphasize the concept of gamification and the necessity to apply gamification in education (Marczewski, 2015; Yordanova, 2016; and Kovac, 2018). Some articles briefly discussed the features to convert a traditional classroom into a gamified one, successfully applied model of gamification with the advantages which makes students interested about studies, stay focused and secure a better future. Besides innovative style of teaching with high rate of student participation makes this theory gain its popularity throughout the world. (Hill, 2016; Squires, 2015; Filippou, 2013; Lynch and Garber, 2020). On the other hand, Mayer and Johnson, (2010), along with Wilson, Calogne, and Henderson (2015) and Haaranen (2014) and Furdu (2017) highlighted the drawbacks of this method, difficulties teachers can face implementing the method inside the classroom. Some authors mentioned the effective use of gamification in order learn a new language learning and sharpen the skills of communicating (Gabe & Zichermann, 2016; Florczyk and Mostowski, 2018; Kotob, 2019; Flores, 2015; Shatz, 2015). Some other studies also show game like application that help students to learn language independently Prathyusha (2020) Filippou (2013). Apart from these, Tumpa (2018) explored the application of this method in Bangladeshi education system.

The studies mentioned above in this paper claimed that researchers have found gamification valuable for education, especially in language learning. The authors focused chiefly on gamification in countries like Canada, Australia, Iran, Poland, England, Israel, USA. Our neighboring country India adopted the technique and started widespread application of gamification because of its positive outcomes and popularity. In order to keep up with the pace, Bangladesh also needs to bring a concept like gamification in classrooms. Till now only one study has focused on gamification used in Bangladeshi context. There is hardly any study on how this technique can be used in an ESOL context such as Bangladesh. That is why the current study attempts to implement gamification among Bangladeshi ESOL learners in mainstream Bangladeshi schools.

Chapter Summary

The first part of the chapter introduced the concept of gamification and briefly discussed the relationship of the theory with education, the compelling features of this theory and some successful gamification model with its implication in traditional classroom. Part one also describes the pros and cons of this method. Part two talks about the online application, which works like a game but helps users develop as well as sharpen their language learning and application skills. Also, there are some applications which made homework and taking quiz in a different way. Chapter three explored the application of this theory in Bangladesh.

Chapter THREE

METHODOLOGY

3.1 Introduction

This chapter briefly discusses about the adopted research methodology for this research. The methodology is formulated aiming at the research questions of this study. This study explores how students respond to the traditional and gamified way of teaching the English language, how students think to implement gamification techniques in their regular classroom, and the expected challenges in Bangladesh to apply Gamification on a large scale. This chapter further discusses the rationale behind selecting a qualitative multiple case study approach, data collection process, the framework of the data collection process, and how traditional and Gamification technique has been used to conduct this research.

3.1.1 The Qualitative Paradigm and Its Philosophical Assumptions

As a term paradigm has come from Greek meaning pattern (Kivunja & Kuyini, 2017) which has been broadly defined by many academics. Mostly the idea of paradigm is seeing the world that frames a research topic and influences the way that researchers think about the topic (as cited in Hughes, 2010). From multiple research paradigm I have chosen the pragmatist way of conducting the research. Tashakkori and Teddlie (1998) states, as a research paradigm, pragmatism is simply finding the best approach a researchers should choose the philosophical and/or methodological way that works best for the particular research problem that is being investigated. Furthermore, I have chosen the experimentalism principal from pragmatism to find the answers of my research questions. On this note, Devi & Kumari (2018) identifies pragmatist are mostly experimentalists. Moreover, they priorities

action than ideas. Activity is the means to attain the end of knowledge. Thus, as a way to collect relevant information for my research I have used multiple techniques and sources of data collection. Designed multiple educational activities has been designed following Gamification technique emphasizing the practical implementation of the research topic. Researcher holding an interpretive framework based on pragmatism concentrate on the research's findings and different approaches to data collection and analysis (as cited in Creswell 2007).

The philosophical assumptions used in this paper are adapted from Cresswell's (2007) table of "Qualitative inquiry and research design: choosing among five traditions".

Paradigm	Ontology	Epistemology	Axiology	Methodology
Pragmatism following experimentalist principal	Practical observation followed by recordings and students interview while keeping multiple subjective views of the participants.	Two days long session with students while delivering same lesson following gamified and non-gamified methods to understand student's response towards Gamification.	Researcher displayed an unbiased neutral position, where the specific role remain to what extent Gamification can be used in Bangladesh.	Qualitative Multiple ways of data collection Deductive way to collect information

Table: *The Philosophical Assumptions of the Study*

Lincoln & Guba (2013) mentions that ontology deal with the questions, “What is there that can be known?” or “What is the nature of reality?”. It is the way researchers search for new information. Accordingly, I have closely observed the participants’ and gone through the audio and visual recordings where I recorded the observed class. Moreover, the interviews of some students helped me to understand their point of view regarding Gamification. Besides, to get more information I have studied scholarly articles and thesis projects from scholars of different countries to understand the overall impression of students and teachers regarding Gamification and gather more findings. According to Gray (2014), epistemology deals with sufficient and valid kinds of knowledge. Epistemology has been explained as the process of thinking. The relationship between what we know and what we see. On this note, Guba (1990) states, connection between the inquirer and the inquired into is examined in epistemology. As a researcher, I have taken a one-hour long session following gamified and no gamified methods to deliver the same lesson to witness the changes while observing the students’ reactions towards this new method. About axiology, the researcher declares as the necessary bias principle. It is imperative here to assert that any form of bias is unacceptable in quantitative and qualitative methods. A pragmatic researcher should be biased only by the degree necessary to enhance his research and helps to answer his research questions (as cited in Maarouf 2019). I have done this research from an unbiased and neutral position. My specific role was examining to what extent Gamification can be used in Bangladesh, and how students and teachers react to it. In data analysis, every data is presented in an unprejudiced way to uncover the proper findings related to Gamification. The rhetorical style of narrative provoked me to keep an engaging writing style following the style of a storytelling using personal way of literary featuring various types of definition related to Gamification and its techniques. Methodology has been defined as the method used in conducting the investigation (as cited in Antwi & Hamza, 2015). The fundamental question related to

methodology is “How does one go about acquiring knowledge?” It has also been described as “How should we study the world” (Kawulich, 2015). Similarly, Schwandt (2007) asserts the process how we seek out new knowledge. The principals of our inquiry and how inquiry should proceed. As data collection process or Methodology, I have followed the deductive way to study gathered information as I am working on an already well-accepted modern teaching technique (Gamification) to find out how it fits in the Bangladeshi education system. While analysing the data, the researcher focuses on the research questions and collected data to establish the synchronization with the research topic. (Creswell, 2007)

3.1.2 The conceptual framework of the study.

The conceptual framework of the study is adopted from Siti Zaimer binti Wahid’s (2020) Gamification model (See appendix H). Using this technique, I tried to swap traditional classroom teaching by adopting the digital way of delivering education. She applied this model with the help of other gamification learning platforms such as Kahoot, Padlet and Google Doc. I adapted this framework in the context of Bangladeshi English language learning and came up with the following conceptual framework:

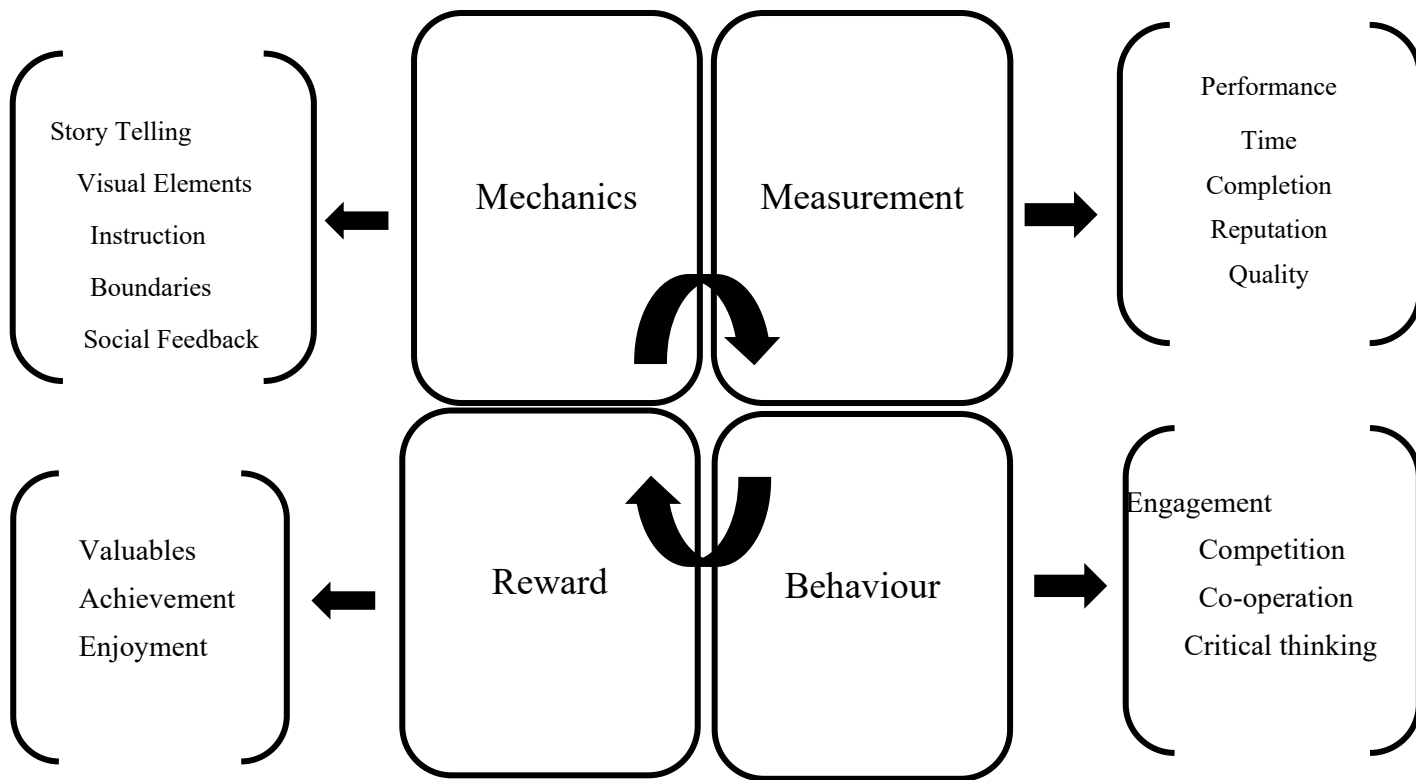


Figure 3.1: *Conceptual framework of the study*

The original designer of this model is Ivan Teh Runningman (2015). He designed this model to apply Gamification in a non-gaming educational context, ensuring a digital environment. According to the author, it is not necessary to integrate all elements of the Gamification of Learning at once.

As per the author's statement I have edited and, in some point, omitted some elements to perfectly apply this model for my research. About this model, Runningman (2015) states that

“The goal of this method is to maximise the enjoyment of learning, engage learners, and inspire them to continue learning, which will help them to adopt desired behaviour for development. The author describes this model with four core blocks Mechanics, Measurement, Behaviour, and Rewards. Mechanics associated with Gamification, measuring different criteria, the changes in Behaviours, and ensuring Rewards for the players for completion.

According to this model, Mechanics relates to the elements which helps to construct gamification technique. It refers to the activity which helps to create a gamified ambience. Storytelling is one of the key elements of mechanics. In my research, I have followed the same technique to introduce my students to the new techniques of Gamification and explain the overall procedure. The overall grand narrative which sets the 'game' in motion and defines its purpose. (As cited in Wahid, 2018) After that, a lesson will be presented using several visual elements, for example, pictures, videos, etc. Then the activities will be designed through a Game application. Guided instruction will be delivered through the instructor or the game itself. Moreover, there will specific boundaries meaning what students can do what cannot. Lastly, there will be a social feedback system by which students can communicate with each other or with the instructor. Measurement refers to the progress which is happening because of applying Gamification technique. There are various types of scales used in this method for the sake of measurement. For my research, I took performance, time, completion, reputation and quality to understand how students respond to the implemented features. Here performance means how students are carrying out every task. Time and completion mean if the students can complete the tasks within the limited timeframe and how quickly. Reputation means the achievement or recognition students gaining among the class because of performing tasks accordingly. While judging the learning outcomes, the quality of the education can be understood easily. As Wahid (2018), Quality refers to the level of

excellence attained in a task. Behaviour identifies the desired action (Wahid,2018) students will cultivate while learning with Gamification. This block identifies the changes in actions seen among students practicing this concept. The changes begin with engagement with the game or participation in the tasks. Developing the ability of critical thinking and multi-tasking. As Teh (2015) suggests, 'player' may develop synthesis, or a combination of knowledge, skills/abilities, or attitudes, resulting from multi-tasking. The motive of both competition and cooperation within students promotes learning. Rewards are the types of incentives and in other words gifts given to the students after fulfilling the task in the game. According to Wahid (2018), there can be a multitude of rewards, both digital and practical. The students keep on working hard to achieve such rewards and create his/her recognition within their classmates. In my research, enjoyment is the primary reward that is granted for all participating students. Moreover, as rewards, there will be recognition such as badges, titles, leader board. Titling special achievements, which includes leveling up in activity, filling a progress bar. Both recognition and achievement can be displayed through online platforms and classrooms. Lastly, Valuables include digital items like game points, virtual currency, or real-life gift hampers.

3.1.3 Interview Protocol

To design the questions of this semi structured interview I have adopted the Interview Protocol refinement (IPR) framework. IPR framework is most suitable for refining structured or semi-structured interviews (as cited in Montoya 2016). This framework primarily consists of four phases,

Phase 1: Ensuring interview questions aligned with research questions,

Phase 2: Constructing an inquiry-based conversation

Phase 3: Receiving feedback on interview protocols

Phase 4: Piloting the interview protocol (Castillo-Montoya, 2016, p.812).

In phase one researcher needs to ask interview questions aligned with the research questions. Prepared questioner needs to retrieve information regarding the research question from the participant. According to (Montoya 2016) The first phase focuses on the alignment between interview questions and research questions. This alignment can increase the utility of interview questions in the research process (confirming their purpose), while ensuring their necessity for the study (eliminating unnecessary ones).”

To follow up this method I have used a matrix to prepare the interview questions which helps me to operate phase two effectively. In this phase the researcher asks the questions in a way which ensures a usual flow just like social communication. As such, Considering the terms used by the participants and asking one questions at a time to avoid confusion (as cited in Montoya 2016). To accomplish this designing the interview session with variety of questions and preparing additional questions to follow up or prompt questions to make the interview more conversational. Brinkmann and Kvale (2015) stated, the researcher questions are usually formulated in a theoretical and academic form of language, whereas the interview questions should be expressed in the daily language style of conversation.

The third phase is getting the questions checked and gather feed backs about the interview questions from the experts. According to Montoya 2016, This feedback helps to increase the reliability and trustworthiness the questions as a research instrument. In this regard I have contacted Sabreena Ahmed who is a Lecturer of English language in Brac University who is also my research supervisor to share her comments about my interview questions. She has adequate experience regarding teaching applied linguistic course. She has published research articles and papers regarding various aspect of language learning and linguistics.

The final phase of this protocol requires piloting which means practical implementation of my interviews before the interview for my data collection. Piloting is considered so important as it helps to find out the mistakes and shortcomings in the process (as cited in Teijlingen & Hundley, 2001; Watson, Atkinson & Rose, 2007). This phase helped me a lot to choose the correct order to ask my interview questions, the total timing of the interview and any new questions which I should add on to keep the natural conversation flow. I took help from some of my classmates in this piloting phase to smooth run my interview. I intentionally choose them because they can guide me to include and exclude questions from the interviews as they have practical ideas of taking interviews and they were supportive enough from the beginning of my research. The purpose of this pilot activity was to evaluate the validity and quality of the questions as well as obtain a closer look at the final interviews. As Maxwell (2013) states getting feedback from others on how they think the questions (and interview guide as a whole) will work.

3.1.4 Semi Structured Interview:

I have followed the semi structured method for my interview sessions. As I am implementing qualitative style in my research work. Semi structure style of interview will help me to gather qualitative data and solid understanding of the research topic for the participants and researcher as well. As a qualitative researcher I need open ended data on my research topic to gather knowledge about participants thoughts, understanding, feelings and believes. Moreover, I focused on getting all the answer of the questions I have designed in my interview session as briefly as possible. According to Wholey (2015), Semi-structured interviews are very much useful when the researchers are looking for open ended answers with in depth thoughts of individuals. Moreover, flexible characteristics like semi-structure

interviews can happen in both individual and group which lessens the complexity of the whole interview sessions and process.

3.1.5 Selecting the Participant

In order to select participant or cases for this study I have chosen higher secondary level of student. My research objective is focused on introducing Gamification and apply this technique to the student of higher secondary. Besides all of my participants should have basic knowledge about internet and operating mobile phones / computer. Thus, I have chosen higher secondary level because now a days students of this level are already introduced with mobile phone and internet through social media or online gaming. Moreover, they have basic knowledge to address the changes between traditional and gamified way of learning. As they have already learned through traditional a technique and now, I will teach them using Gamification as a new technique.

At first, I have contacted with one of my friends as his younger brother is currently a student of higher secondary. While interviewing that participant I managed to contact his classmates and they agreed to took part in my interview. Which is similar to snowball technique with this technique I managed to convince 6 participants for the data collection process. On this note Burns & Groove (2005), highlights a feasible sampling technique named Snowball or Chain sampling where the participants manage other participants who share the exact experience and are keener in the research

All the necessary information about the participants is displayed through ‘participant profile’ table.

Name, age and gender	Current Academic level	School	College	Medium of Education	Most used Application on mobile phone	Habit of using mobile phone.	Habit of playing game	Alternate ways of learning English
Tanha Ahmed 18, Male	Higher secondary 1 st year level	Cantonment public school and college	Cantonment public school and college	Bengali	Facebook, WhatsApp	Regular	Yes. PUBG Mobile	Watching English movies, in game communication using English.
Rokeya Akhter 19-20, Female	Higher secondary level	St. Francis Xaviers Girls High School.	Udayan higher secondary school	English version	YouTube, Netflix, Instagram	Regular	Sometimes Candy crush	Reads English story books, Watched English cartoon at childhood.
Mahdi Hasan 18, Male	Higher secondary level	Government laboratory high school	Ananda Mohan college	Bengali	Facebook, Different pdf application.	Regular	Casually Temple Run	Reads English story books.
Raida Ibnat 19, Female	Higher secondary level	Holy cross girls’ school and college	Holy cross girls’ school and college	Bengali	Netflix, YouTube,	Regular	No	Watches English movies, speaking practice Infront of the mirror

Tanzib Sarwar 18, Male	Higher secondary level	Cantonment public school and college	Ananda Mohan college	Bengali	Facebook, Instagram	Regular	Yes PUBG Mobile	English movies, watched cartoon at childhood and learned vocabularies.
Mysha Anjum 17-18, Female	Higher secondary 1 st year level	Monipur girls' high school	Dhaka city college	Bengali	Facebook, YouTube, WhatsApp, Netflix	Regular	In leisure time Puzzle game	Watches English tv series and movies.

Table 3.4: *Participant’s profile*

3.1.6 A brief discussion on conducting the research

This section briefly talks about the implementation of traditional and Gamification techniques to conduct my research work. The workshop is divided into two days with four activity sessions.

On the first day, students taught about vocabularies and attended two quiz sessions following traditional and Gamification styles chronologically. On day two, I gave a lesson on the grammatical topic, and participants gone through two quiz sessions following the traditional and gamified method. (See appendix C.1 and C.2)

This section is divided into three parts. Part one explains the teaching part where I have explained the lesson delivery process to my students. Part two is about taking a quiz using traditional method, and part three is about applying Gamification to take that quiz.

3.1.6.1 Part one: Delivering the lesson.

Using PowerPoint slides, I introduced the participants briefly to the vocabulary consist of five-word meanings and five phrases and idioms. I delivered the word meaning with an elaborated explanation (see appendix D.1). In the same process, I began teaching types of sentences where each type of sentence was displayed with one slide. Here each slide consists of one type of sentence with two supporting examples (See appendixD.2).

3.1.6.2 Part two: Following the Traditional style:

The traditional quiz-style is the same process followed by mainstream schools and colleges of our country. I made two question papers on two different topics. Each question paper is consisted of ten marks and the allocated time is 15 minutes. For vocabulary quiz, participants need to elaborately write down the meaning of each word. (See appendix F.1 & F.2).

In the grammatical part, the first five questions are examples of different sentence type arranged in a jumbled order. The students need to understand the question and write down the name of the correct type. The next five questions, choose the best answer type where the students need to give a tick mark to the correct answer. There is a time limitation of 20 minutes. See appendix for the attached question. (See appendix E.1.1)

3.1.6.3 Part three: Following Gamification style:

According to the basic notion of Gamification is to include video games or ideas comes with video games in mainstream education. Marczewski (2015) states that Gamification uses game

design techniques, game-like thinking, and game mechanics in the non-gaming context. I have designed two quiz games with the vocabulary and grammatical topic I taught my participants in my research.

I have designed two games using a platform called KAHOOT. This is an online platform that can be used to make different types of quiz games. Here games can be created at a time, and anyone can play the games with the generated link that comes with the game. Each game can be played several times from different mobile phones using the links. The links can be generated for unlimited time, and number means any player can access the game anytime. Kahoot is a game-based digital platform that is now widely used in education. It allows teachers to integrate the learning process through games such as quizzes. Teachers can engage in discussion-based materials for students in the learning process through Kahoot (as cited in Siwalete & Suyoto 2020). A minimum amount of internet is needed just to enter the game. When the game is loaded, no more internet connection is necessary. Every student participating in the game will ensure a gift and the participant ensuring the first position will get a special gift hamper. Nikmah (2019) analyzed students' attitudes towards Kahoot I, a learning platform that is gaining popularity gradually. When Kahoot IT has been used, the author said students were highly motivated to engage in different learning activities. In fact, students seem excited to take part in quizzes and graded exercise.

Games can be played alone where the participant will be playing against AI (artificial intelligence) automatically generated by the games works as players or within a friend group with real people. A point table system is included with the game. Which keeps record of the participants' score. While playing the game, participants can select or type in the game name which will be displayed in the point table. The creator of the game can get details information, such as how many students can complete the game, how many questions have

been answered, which questions students find a little difficult to answer, meaning in depth analysis of the games.

3.1.6.5 Game: 1

In the vocabulary centric game, there are ten questions for ten vocabularies. With each question, there is an image or animation attached, which works as a clue. Images used with the question give a hint about the correct answer. For each question, a participant got twenty seconds. The more quickly one participant can answer a question, the more score he/she can ensure. Points will be deducted for each wrong answer. Position in the point table pops up after answering each question. How many points a participant is scoring and which position he/she is in displays within this menu. After completing the game, participants total point and position within the friend group is displayed. (See appendix F.1.1)

3.1.4.6 Game: 2

The next game is about types of sentences. In this game, there are two types of questions, true or false, and choosing the best answer. For true and false type, a statement is given as questions and participants have to choose either the statement is true or false. To choose the best answer after seeing the questions, participants need to click on the correct answer. In this game, the images are used differently. Here every image comes with one set of sentences. Each statement and question have related images displaying two sentences. The goal here for every participant is to come up with the correct answer after seeing the image and reading them (See appendix F.1.2).

3.1.6.7 How to play the game

The games will be playable through the generated link that comes with each game. In my case, I have copied the link and sent it to my participants' mobile phones via Gmail and Facebook messenger. With one click, the participant can play the game in their smartphone. Necessary instruction was presented through a PowerPoint slide before the game starts. When the question appears in the screen every participant needs to think and click on the correct answer. Moreover, before playing, I have demonstrated in front of the participants both games to understand and perform properly. Especially regarding time and participants can earn more points answering in the shortest time. After that, I talked about the point table system where their names will be displayed with their scores, and top performers will get gift hampers. (See appendix C.1.1.1 & C.2.1.1)

3.1.7 Establishing Credibility and Trustworthiness of the Study

The degree of confidence in data, interpretation, and techniques employed to assure the quality of research is referred to as the study's trustworthiness (Pilot & Beck, 2014). Amankwaa (2016) emphasised the need to create protocols and procedures by the researcher to make it reliable for the readers. There are four ways to ensure trustworthiness for a research paper. According to Guba and Lincoln (1994) The processes of creating trustworthiness are- credibility, dependability, confirmability, transferability; and authenticity. Credibility of the study, or the confidence in the truth of the study and therefore the findings, is the most important criterion (Polit & Beck, 2014). By using several techniques this credibility of the study could be achieved.). Lincoln & Guba (1985) have found trustworthiness is a way to assess qualitative research where triangulation is used to increase the validity of data.

To be specific, triangulation works as a support to enhance the credibility and dependability of a study. However, triangulation is the means to reach to a conclusion by the usage of numerous sources (Casey & Murphy, 2009). For example, interviews, observation, notes and recording (Cope, 2014). During my research, I have conducted a semi-structured interview with six participants individually. I have interviewed three of my participants through Zoom platforms and requested them to keep their videos on so that I can see their expressions. Furthermore, I kept recording the full interview session while keeping note of the important aspects. In my case, I have used this strategy and interviewed all the participants affiliated with my research work by giving them a good amount of time and ensuring their comfort zone. According to Cope (2014), in a qualitative study a researcher is regarded as an instrument out of every sort of biases. Following that from data collection till the findings of my study I tried to be fair and unbiased. As the ultimate goal of triangulation is to minimize any sort of biasness (Patton, 1999), it leads to a better assessment of the findings (Golafshani, 2003).

Apart from all these, I have transcribed the whole recorded interview where I represent their thoughts in my findings in the same way they talked about the issues in the interview session and attached it in the appendix. Moreover, I have sent the transcribed interviews to the participants and they agreed with it. I have used the procedures inter-coder reliability, along with inter-rater reliability. In the case of intra-coder reliability, I coded my participants interview and sent it to an expert to rate the theme. The raters' agreement on the themes of the transcription was calculated in percentage (see Appendix J.2). My thesis supervisor has reviewed every part of my study, and she has guided me with her advice. My supervisor has thoroughly checked every section of this thesis paper. Thus, she acted as an expert for my thesis.

Chapter FOUR

RESULTS and DISCUSSION

4.1 Introduction

This chapter will highlight the findings of the study. There are two sections in it. Section 1 will describe how the students responded to implementing gamification technique to teach English language. Which is directly related to research question 1. It is very important to understand and point up all the aspects participants liked and disliked about Gamification, helping to answer research question 1. The answer of RQ1 will be guided by the dominant themes generated on this particular issue. This section will also talk about the benefit of using Gamification and the difference between Gamification and Traditional teaching method. Section 2 will bring out the answers of research questions 2 and 3 jointly. I will address how Gamification as a technique can help students learn English and the obstacles to overcome in applying Gamification as a second language learning technique in Bangladesh. I will examine my participants' overall feelings and perspectives about how this method benefits them to learn the English language. The answer of RQ2 and RQ3 will be analysed through the reflection of dominant themes generated focusing on these questions. The answer to the questions, along with some other findings of the previous studies, will be the present study's findings.

This chapter will present the findings of the study focusing on the following research questions.

1. How do the students respond to the application of Gamification in English language learning?
2. What do the students think about using Gamification in English language learning?
3. What could be the challenges of implementing gamification in Bangladesh?

Section: 01

4.1.1 Reactions toward Gamification

4.1.1.1 Interesting method, Different concept and New experience

After completing the activity, which includes playing both of the games all the participants spoke highly of learning English with Gamification is an interesting method and a different concept as well. They have enjoyed the whole session, especially the games. This finding refers to Dursun (2018). Gamification elements had an important role in increasing the student's interest. Gamification also ensures a friendly competitive environment between students, which made the overall scenario more interesting. Mahdi a participant, said during the interview session,

These games are different from the usual games we play. We can learn from playing game which never happened before. By playing this game I feel more interested to learn new things.

For them Gamification is a different concept and escape from monotonous traditional learning. In our country, teaching English inside the classroom is only confined to using blackboards and class lectures. Gamification uses multimedia and modern-day technology to educate students.

Regarding this participant, Rokeya says

The traditional learning experience of English teaching is way much monotonous to me. There is nothing interesting in that style as my teachers only follow the usual grammar books and the examples. On the other hand, this method is enjoyable and interesting, the games are fun to play as well.

It also brings concepts like learning while playing, visual representation of lessons, performance table, badges, and rewarding students according to their performances, which seems fascinating to the participants. In this regard, Lynch and Garber (2020) state that the

increased amount of video game popularity made teachers get out from traditional teaching and establish gamified classrooms. Moreover, learning with this method is a completely new experience for them as they have never seen implication of such smart method to teach and learn English.

4.1.1.2 Enjoyable experience, Reducing Rote-learning, Learning from mistake and Better learning.

The findings of the study explore all the participants agreed that learning these two topics using Gamification was a very enjoyable experience for them. The findings match with a study by Yanes (2019) highlighting, learning English using a game creates a joyful ambience and a relaxed place for learning. As it helped to explore their own capability, the learning process is amusing and getting rewarded for their performances was a pleasant experience as well. Moreover, students were highly attracted to learn, and it was a better experience for them than a regular classroom. In addition, Gamification can make English a lot easier to learn and enjoyable as well. When I asked one of my participants Tanjib, that did he enjoyed the game, he replied,

Obviously, and I will not get bored as I am learning new things with every game.

In an analysis of Gamification, Gabe and Zicherman (2016) found, Gamification can bring positive change as a successful application of Gamification is seen in language teaching programs. The use of game mechanics improves the ability to learn new skills by 40%. Inside the games, there are pictures and animation which work as a clue, participants can guess the correct answer analysing that image. Such use of images and animations made the game playing experience better and enjoyable as well. Supporting the statement, Mahdi said

Yes, I enjoyed the game. In fact, I have enjoyed the whole session and it was not boring at all.

Learning of vocabulary is mostly memorisation centric. There is different process of memorising such as following a particular book, identifying uncommon words from story or passage, appointing a particular number of vocabularies for each class where students need to memorise the words and meanings, sometimes following dictionary to enrich vocabulary knowledge. Similarly, in the case of teaching grammatical rules teachers of our country mostly follow specific grammar books following rote learning. The only application happens when students are completing exercises from that same book as homework. Such process of learning is mostly memorization based and very little use of application. The only application happens when students are completing exercises from that same book as homework. The participants admired how learning with Gamification is little or no memorisation centric. For participant Tanha

It is a completely different experience with No rote learning. Exercises are not boring.

In fact, I can learn while playing games.

Current research explores that, most of the participants in this study mentioned they loved and enjoyed that there is no use of rote learning as they don't need to memorise anything. While playing the games students can apply the learned rules to answer the questions correctly which works like an exercise as well. As Rokeya explains

The game regarding types of sentences helped me understand the practical use of these sentences. Before, I learned grammar focusing only on structures and practicing exercises, but I can see the use of those rules in this game.

Supporting this Mufida (2016) states that, digital game-based learning can promote better grammar achievement.

The participants highlighted the concept of learning from their mistakes. Both of the games can be played unlimited times by pressing the same link. Thus, if someone is making

any mistakes, they are falling behind in the competition but eventually they can understand their mistake and learn from it. According to the participants this feature of Gamification is very much helpful to understand difficult vocabularies or grammatical contents. During the activity, if any participants gave any wrong answer, the teacher or instructor didn't scold them for their mistakes because they will automatically understand their mistakes and learn from them. As participant Raida states,

The thing I loved the most is normally in school if I do an error my teachers used to scold or I have to face punishment for that. In this system I did not face anything like that in fact I can make mistakes and learn from my mistakes.

Some participants consider this aspect as a good practice, and it got praised by them as well. This particular finding refers to Dicheva (2014) states that benefits like freedom of failure provide a second chance for the poor task performers to learn from their mistakes without worrying about any penalties. If students are encouraged to participate without hesitation, it will give them the courage to acquire new knowledge.

The participants also said altogether the characteristics of Gamification ensured better learning of English. I can agree with this statement because when I see the performance graph of my student in KAHOOT students' performance page, every participating student can complete the activities fully. The performance table also tells me that every participant completed the games (See appendix F.1.4). On an average of 80 percent, correct answers were given by the participants on their first attempt. Similarly, Cheong and Filippou (2013) used a gamified quiz mobile application. Using two times in a week and after four weeks, the result was impressive. A majority (77.63 %) of the students were highly engaged to complete the more than half of the students felt that gamified learning improved their performance, increased their learning effectiveness, and helped them achieve better grades. The

performance table is very much detailed that I can properly understand which participants is facing problems. All of them were enjoying the aspect of learning while playing games

Section: 02

4.1.2 Implementing Gamification in a classroom.

In order to find out can Gamification become an option for learning English for the students of the upcoming generation, I tried to find out how Gamification helps my participants complete the activities and their perceptions about using this inside classroom.

4.1.2.1 Motivation, Competition and Participation

Almost everyone participating in the activities agrees that Gamification can boost motivation and encourage them to learn more. The idea of bringing game into study brings excitement, motivating students and encouraging them to learn English. The point table system and the position in the scoreboard also motivate the students in two ways. Participants who are getting good position will work hard to keep their position intact. Participants with average or low performance will take studying English more seriously to climb the point table.

However Yanfi, Udaja and Sari (2017) also points out gamification encouraged low achiever learners to participate in learning activities, even speaking without hesitation. Flores (2015) defines, implementing a point system, leader boards, and immediate feedback enhances a students' motivation and participation in second language learning. Tanzib talked motivational aspect of Gamification in his interview saying,

Taking quiz with these games increased my motivation towards learning. The concept of point table motivated me to work hard and claim the first position. Playing games and learning new things with it will also motivate students towards knowing new things in English language.

Regarding motivation Multiple studies claim that Gamification can enhance students' motivation and improves their focus towards learning (Giang, 2013; Seaborn and Fels 2015; Safapur and Taneja 2017; Wad and Ghadban 2019; Byl and Hopper 2017).

While the participants are competing with each other, it establishes a healthy competition. Participants have agreed this competition makes the gaming and learning experience more enjoyable by motivating them to perform better than their friends. Mysha said that

I became more competitive and wanted to achieve the first position which made me more engaged and serious. I think... Playing with friends can ensure maximum learning.

Sometimes the notion to outperforming friends keeps them encouraged to work hard. Following this method can motivate students to never stop learning and practicing English language. On this note Wad and Ghadban (2019) draws attention to distinctive category of Gamification that using game thinking and game mechanics to solve the problem positively changes learners' behaviour by motivating them with better engagement.

Moreover, from the moment participants got to know that they will play a game, it made them excited, and they were highly encouraged and see what the games are. A research paper published on Gamification in the IJIL (2019) points out, the role of Gamification is to engage people who do not want to participate, and the result came out positive. After practically implementing Gamification, it is proven that a significant amount of engagement is found. Implementing a new teaching method will help students get motivated and break from their monotonous learning style. Moreover, Seaborn and Fels (2015) reviewed 32 studies on the educational use of digital gamification elements. 20 of the 32 studies found a link between Gamification and higher levels of motivation and engagement.

In addition, class participation will be greatly increased with this method. As many students will participate for physical rewards and virtual rewards such as badges and recognition. Participant Tanha says

This learning process can increase participation among students and because of the rewards, students will prepare before joining the classes, which will result in better learning. Students will remain attentive and will be encouraged to learn.

This finding refers to Giang (2013) It makes education more attractive by giving a reward for tasks a student performs Moreover, motivation can also lead students to participate. Using Gamification to design lessons can ensure learning for every participating student.

According to the participants, delivering lessons with the help of multimedia can attract students' concentration. With pictures, animation videos, and slides, participants did not feel bore rather they were more attentive than usual class. Students do not lose their focus as they can visually witness what they are learning. Gamification has been used by teachers, including English teachers who showed positive effects, such as motivating students and increasing participation, resulting in better learning (Glowacki, Kriukova, & Avshenyuk, 2018; Rothwell Shaffer, 2019; Antonaci, Klemke, & Specht, 2019).

4.1.2.2 Autonomous learning, Achievement and Student centric environment.

Some participants highlighted the fact that they can play the games when they are at home this feature helps the students to self-learn. Also playing these games can become a useful way to pass leisure time. In the usual classroom, introvert students do not feel comfortable participating like others, but this feature of self-learn will help them a lot. Besides, Cosh

(2014) studied how the materials of gamification effects both extroverts and introverts. Leader boards and being top of the table were equally enjoyable for both types of personalities. The extroverts and introverts accepted the concept of badges. The Reward system was beneficial for extroverts and neutral for introverts also enjoyed it. Introverts usually remain very uninterested in class, but Gamification might change this scene. The pictures and the animation used in the games directly do not give the students the correct answer. Some participants said the images are little tricky, so they need to brainstorm to find the correct answer. As such, participant Raida states,

Some of the images are a little tricky, but it made the games more challenging and interesting.

Using such pictures and animation can stimulate the student's brain and enhance critical thinking to answer correctly. On this note Fischer and Barabbas (2020) mentions that Gamification increases critical thinking among students as most of the games have critical thinking and problem solving as a standard feature. As players, students also need to think systematically and critically to solve problems.

The scoreboard position worked as an achievement for a couple of participants. As they were saying after reaching home, they can show this to their parents and friends. Participants who achieved the first position seem very happy and proud. They believe their parents will be happy and proud in the same way after seeing their achievements in the games. In this notion, every student will study sincerely to achieve a good position. In their study Noorozi and Talaee (2016), specific ideas such as points, badges, leader boards, progress bars, and reward systems can be implemented in grammar, vocabulary, writing, listening, and pronunciation. As Gamification can play a positive role in delivering a significant outcome

Lastly, the participant highlighted that the method used in Bangladesh to teach English is mostly teacher-centric. In usual classrooms, the teacher will arrive, deliver the lecture and at the end of the class homework's will be given. In this process, there is not much student's activity. However, in Gamification, the designed lessons are teacher-centric but the activities are entirely on the student's side. Here students get to perform more, resulting increase of student activity. Furthermore, In Bangladeshi perspective a common believes exist that learning English language is difficult for us. There are many reasons behind this notion. According to Kabir (2014) students of Bangladesh take English as a subject just to pass rather than a language to communicate. For them English is a subject which is "fearsome and difficult" as well. According to Lightbrown and Spada (2006) Nervousness, tension and fear of losing face for negative evaluation such feelings make target language learning difficult for students. In order to perform better they must need to overcome anxieties, tension and negative evaluation. On this note Kapp (2012) states a safe environment to explore, think and try out things, encouragement, thinking out of the box and permission to fail can create rich learning experience. Gamification has all the associated ideas in it which can ensure a positive environment to learn. Regarding using games in language learning Tinjacá and Contreras (2008) states, we consider game is the most accepted strategy by learners; they are always requesting to play. Supporting this Yanes (2019) showed through a game that gamified learning and learning English language using a game create a joyful ambiance and a relaxed place for learning. Students were highly attracted to learn, and it was a better experience for them than a regular classroom. Students have also enhanced their confidence in English speaking, and it also fosters their creativity.

Section 03

4.1.3 Challenges of implementing Gamification

It is not easy to apply a new technique in our country, providing an alternative for the existing traditional method. There are some challenges and obstacles that need to be dealt with before implementing this method. When I asked questions to my participants regarding the issue

They have come up with some significant drawbacks in Bangladesh, which can become a barrier to applying this method.

To start with proper equipment and internet facilities which is not present in every school and college across Bangladesh. In order to apply Gamification some essential equipment's such as computer or laptop, projector display and internet is mandatory. Multimedia facilities are essential for applying this technique. In Bangladesh, every school and college do not have proper multimedia facilities. The next obstacle is the differences between schools and colleges in city and town areas. This method could become easy to apply in the educational institutes of city areas but can become significantly harder and complicated to implement in villages. In rural areas, the availability of the internet is not as regular well as the multimedia facility. On this note, one of the participants says, "After that, the teacher or instructors need to undergo training to understand the teaching style and apply it to the classroom. *Lack of training and equipment can become a barrier to applying this method in small towns and areas.*" In this regard, Griban and Griban (2019) highlight that the Digital environment requires a shift in attitude among teachers and the academic community and the construction of a new worldview and whole new ways and forms of working with students. So, in order to successfully implement this concept, our teachers should have the access and requisite skills to perform accordingly inside classroom. The average classroom population in Bangladesh can become a problem to use Gamification. Because of

overcrowded classrooms, the atmosphere inside the class can become chaotic. Thus, proper classroom management has to be ensured. According to participant Tanha "*Controlling the class can become a problem for an overcrowded classroom like my one*" while teaching with Gamification. Lastly, time management can become an issue as the allocated time to conduct a full class following Gamification may not be enough according to the Bangladeshi classroom perspective. According to Time management is another big issue in this method as it takes preparation to gamify a classroom completely

Chapter summary

This chapter highlights the findings of this study through three sections. Section 1 briefly talks about student's reactions towards Gamification. Section 2 talks about students' perceptions towards Gamification and section 3 explores the challenges regarding applying gamification in Bangladeshi context.

Chapter FIVE

CONCLUSION

5.1 Introduction

This concluding chapter of this study summarizes the major findings of the study and discusses the implication and recommendations for English language learners in Bangladesh. The study attempted to fill the gap of knowledge between using Gamification as a technique to teach English language. in addition, current study explores how students of secondary level respond to Gamification technique and bringing out the students' perception of using Gamification in English language classrooms.

The research question of the study was:

1. How do the students react to the application of Gamification in English language learning?
2. What do the students think about using Gamification in English language learning?
3. What could be the challenges of implementing gamification in Bangladesh

5.2 Contributions of the study

5.2.1 Implications for Knowledge

Current studies emphasised the concept of Gamification and the necessity to apply Gamification in education (Marczewski, 2015; Yordanova, 2016; and Kovac, 2018). Besides innovative style of teaching with high rate of student participation helped this theory gain its popularity throughout the world. (Hill, 2016; Squires, 2015; Filippou, 2013; Lynch and Garber, 2020). On the other hand, Mayer and Johnson, (2010), along with Wilson, Calogne, and Henderson (2015) and Haaranen (2014) and Furdu (2017) highlighted the drawbacks of this method, and the difficulties teachers can face implementing the method inside the

classroom. Some authors mentioned the effective use of Gamification in order learn a new language learning and sharpen the skills of communicating (Gabe & Zichermann, 2016; Florczyk and Mostowski, 2018; Kotob, 2019; Flores, 2015; Shatz, 2015). Some other studies also show game like application that help students to learn a language independently Prathyusha (2020) Filippou (2013). The authors of the mentioned studies above focused chiefly on Gamification in countries like Canada, Australia, Iran, Poland, England, Israel, USA. Our neighboring country India adopted the technique and started widespread application of Gamification because of its positive outcomes and popularity. Till now a very limited number of studies has focused on Gamification used in Bangladeshi context. In the case of learning English language there is only one approach seen over the years. Hasan and Akhter (2016) used a Facebook based cloud application called “Wisdom” to introduce the necessity and aspects of communication through English language. There are features like creating avatars, communicating with people using that avatar, and participating in various communication-based activities. Wisdom works on the application process or how to use English language to communicate. There is hardly any study showing Gamification as a technique can be incorporated to make English language learning experience interesting. In fact, the studies focusing on innovative concepts to teach English is very limited as well. It is important to use celebrated technique like Gamification to teach particular aspects of English language and make English language learning process interesting. The lack of research on this field leaves a gap on what would be the overall impression if Gamification is applied in a ESOL country like Bangladesh. Thus, this study aims to bridge that gap by implementing Gamification to make English language experience interesting by using game-based learning on two of the important aspect of English language, grammar and vocabulary. In this study, I have used Gamification and modified the experience of learning grammar and vocabulary. That is why this study aims to explore how specific Gamification techniques can be used for

teaching English learners in a ESOL context such as Bangladesh. The study is also set in Bangladesh where the researcher and the participants both were non-native speakers of English.

It fills the gap how students from an ESOL country respond to the implication of Gamification and how beneficial it would be if Gamification is used in an English language classroom. Moreover, finds out the possible complication to deal in order to widespread use of this method.

5.2.2 Implication of theories

I have adopted the theoretical framework from Wahid (2018) and brought some change in that model. I have replaced some ideas from the original model with ideas which will be more beneficial and applicable for the students of ESOL context like Bangladesh. For example, I have added concepts like critical thinking skill in this model by making some questions tricky and confusing. Moreover, I have omitted some parts from the original model because that does not fit with the context and research methodology of this study. Moreover, I tried to keep it simple and easy so that, broad scale application of Gamification becomes easier.

5.2.3 Implication for Pedagogy

In an ESOL country like Bangladesh English language learning becomes much complicated for the set belief like English language is challenging to learn. Moreover, in the name of entertainment mobile and computer gaming is distracting students from their regular academic activities. English language learning should be enjoyable and beneficial at the same time for the students. Moreover, students enjoy playing games so, implementing Gamification to design language learning content can become extremely helpful in such

circumstances. In a country like Bangladesh where English language teaching is mostly memorisation based and confined within academic books and blackboards, gamifying a classroom can become new interest for the students to learn English language. That is why this study aims to implement Gamification as an English language teaching technique to implement in Bangladeshi classrooms. The findings also highlight the likeability of Gamification among students. Moreover, this study also brings another necessary idea of modern-day education which is using multimedia in classrooms. As Gamification technique is highly multimedia and technology focused. Some of the issues emerging from the studies provides strong support to bring new technique in English language learning. The findings of the study will guide the teachers and policy makers to implement gamification in English language classrooms.

On the other hand, students get to experience a new type of learning through one of their favorite activities, playing video games. While enjoying the activity, they are learning with the game as well. To play these games, students apply the knowledge they have gathered in the learning session. The used images and animation sometimes trick the participant; thus, students have to think critically to answer.

5.2.3 Implication for society

This modern era of technological advancement brought significant changes in everyday life. Education system has changed its shape by getting influenced by technology. Such as the use of multimedia is becoming an essential replacement for the blackboard and videos, images are becoming a part of study material. Interestingly, Gamification is getting accepted by most countries as a popular teaching method because of extreme popularity of video games among students. Students have taken video games as their primary source of entertainment and enjoy playing it. Furthermore, the availability of internet brings concepts like online gaming where

students can play games with their friends and classmates. This idea took gaming on a different level for students of different age and often it is distracting students from regular academic activities. To deal with this Gamification technique came as a solution as it implements video games within academic material to design and deliver lessons. As a result, countries with high educational rank have already brought a change in their classrooms with this method. As students love to play games as a result, they will be eager to participate and willingly take part as their regular class tests, motivating students to polish their skills ensuring English language learning.

Gamification also helps students to acquire skills like critically think, practically use English, develop communication skills which has become essentials in today's age of competition. Having a good grasp of English is an additional skill that can help significantly in career planning. Findings of this study supports to make English learning enjoyable. In this regard Gamification can become a good choice to present English language in a captivating way to get students attention. students from our country will not be enough to compete globally. Supporting that, present study highlights the application process of Gamification in Bangladeshi context. From preparing lesson to delivering every aspect has been addressed in this paper in a coordinate way.

5.3 Recommendations

After pointing out the findings of the study I would like to make following certain recommendations.

1. This study urges policy makers and experts in the field of education in an ESOL context such as Bangladesh, to bring changes in the style of teaching English language. If broadscale implementation of Gamification introduced from high school level, English language will become interesting and easier to learn. This method can significantly help students to become a better user of English language.
2. Current generation of students are technologically advance. With the help of internet, they have the current worldview. For this generation of student's multimedia is a basic feature that every classroom must have. Thus, there should be adequate technological equipment all over the country to foster modern style of education. Policy makers should put highest priority ensuring multimedia features in every classroom.
3. Successful application of this process mostly depends on educating the teachers and enlightening them about Gamification. Thus, teachers all over Bangladesh should have or need to go through proper training about basic technological knowledge. With this knowledge they use new concept like Gamification to deliver lesson.
4. Sometimes students get confused with technique. Before implementing Gamification, teachers' instructions should clearly introduce Gamification technique including demonstration of the game within the students.

5. A student centric atmosphere in the classroom will establish a connection within the students and delivered lesson as well as the teachers. So while designing the lessons, teachers should seek students' opinions and encourage them to participate in the learning session. It will also help the students clear out and ask questions regarding difficulties they face in that particular lesson.

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APPENDIX A

LETTER OF CONSENT FOR PARTICIPANTS

Dear participants,

My name is Rafi Ahmed. Currently, I am pursuing for my undergraduate study in ELT & Applied Linguistics at Department of English & Humanities, BRAC University, Dhaka, Bangladesh. My research title is “”. The main aim of this study is to explore how students of Bangladesh reacts to Gamification and their perspective regarding using Gamification for language learning classrooms. For being a part of this study, you must sit for two days activity session by undergoing four different activities. At the end of the activity session, you will be invited to an interview session to share your felling regarding the activities. Your interview will be recorded and only be used for the purpose of this study, and not to be shared with anyone. Your kind cooperation in concluding the study will be appreciated.

Thanking you

Rafi Ahmed

B.A. student in ELT & Applied Linguistics at the Department of English & Humanities, Brac University, Dhaka

Phone No. 01621466874E-mail:

APENDIX B

INTERVIEW QUESTIONS FOR PARTICIPANTS

Interview Questions (IQ)	Elements from the Framework	Background Information (BI)	Research Question 1	Research Question 2	Research Question 3
What is your school name ?					
What is your medium of education?		●			
From which class you have started learning English?		●			
Can you explain how your English teacher teaches you English in your school?		●			
Have you ever seen the use of multimedia in your school teaching English?		●			
How does your instructor teaches you vocabularies and grammars rules associated with English language?		●			
Do you try to learn English by yourself? What activities do you follow to improve your English?		●			
Do you have access to the Internet? Are you good in browsing the Internet?		●			

What applications or websites you mostly follow in your mobile phone or computer?		●			
Do you play video games on your mobile phone or computer?		●			
Have you ever tried learning English with language-based games?		●			●
Have you faced any difficulty while participating in the activities?			●		
Were the instructions of the study sufficient enough? Was it helpful for you to play the game and complete the activities smoothly?	(Mechanics) Instruction and Story Telling	●	●	●	
How do you like the visual representations, animation and point table system of the game you just played?	(Mechanics) Visual Elements	●			
Did you enjoyed playing the games?	(Reward) Enjoyment		●		●
Do you think the given time was sufficient to complete the whole activity?	(Mechanics) Time and Completion				
Did you felt any sort of excitement while playing the games alone and with your friend?	(Behaviour) Excitement		●		●
How was the overall learning experience following this Gamification model?			●		

How this experience differs from your traditional learning experience?					●
Did you enjoyed the idea of competition while playing the game or you felt that as an added pressure?	(Behaviour) Competition				
Do you find playing the game against your friend is more interesting?	(Behaviour) Competition				
Why do you think it is more interesting?					
Do you think your position in the Point table can motivate and encourage you to pursue for better learning? If it helps you, how will it?	(Reward) Valuables and Reputation				
Have you learnt from your mistakes with the teacher's feedback?	(Mechanics) Teachers' Feedback				
Were you satisfied with your performance?	(Measurement) Performance				
What was your felling when you saw your scores and name in the point table with your friends?	(Reward) Achievement				
Did the reward you got after the activity made you happy?	(Reward) Valuables				
Can you explain If we use such games in your regular English language classroom, how will it help the students to learn English in an easy and					●

effective way? According to you can it become a new way of leaning English?					
How this learning process can help you and the students to improve English language skills?		●			

APPENDIX C.1

LESSON PLAN FOR THE ACTIVITY SESSION (VOCABULARY)

Day one

Activity 01 (Traditional style)

Activities	Teacher's Role	Students Role	Materials	Time
Introducing the vocabularies	The teacher will ask a few questions to gather knowledge about students understanding about the words and phrase and idioms (see Appendix C.1.1.1). Elaborately explaining the meaning of the vocabularies.	Students will answer teachers' questions during the lecture. Students can ask question if they don't understand anything.	PowerPoint slides. See appendix	30 minutes.
Traditional style of taking quiz.	Oral Instruction regarding the questions type.	Participate in the quiz.	Question paper	20 minutes

APPENDIX C.1.1

LESSON PLAN FOR THE ACTIVITY SESSION (VOCABULARY)

Activity 02: (Gamification style)

Taking quiz with Gamification.	Oral instructions about the quiz and how to play the game.(see Appendix C.1.1.2). Share the game-link by which students will participate in the game. The teacher will talk about the point table system and demonstrate the game for better understanding.	Students will click on the generated link to open the game Students will play the game using mobile phone.	Mobile phone	15 minutes
Closing	Teacher will thank the student and ask to attend the next activity session of the research.			5 minutes
Total time				1 hour 5 minutes

APPENDIX C.2

LESSON PLAN FOR THE ACTIVITY SESSION (GRAMMAR)

Day two

Activity 01 (Traditional style

Activities	Teacher's Role	Students Role	Materials	Time
Introducing the Grammatical topic.	The teacher will ask a few questions to gather knowledge about students understanding regarding the topic. (see Appendix C.2.1.1). The teacher will briefly discuss about all types of sentences by providing adequate examples.	Focusing on the lecture. Students can ask question if they don't understand anything	PowerPoint slides	40 minutes
Traditional style of taking quiz.	Oral Instruction regarding the questions type.	Participate on the quiz.	Question paper	25 minutes

APPENDIX C.2.1

LESSON PLAN FOR THE ACTIVITY SESSION (GRAMMAR)

Activity 02 (Gamification style)

Activities	Teacher's role	Students Role	Materials	Time
Taking quiz with Gamification.	Oral instructions about the quiz mentioning the different question type and how to play the game. (see appendix C.2.1.2) The teacher will talk about the point table system and how it works. Share the game-link by which students will participate in the game. Teacher will demonstrate the game for better understanding.	Students will click on the generated link to open the game Students will play the game using mobile phone.	Mobile phone	20 minutes
Closing	Teacher will thank the student for participating and helping in the research.			5 minutes
Total time				1 hour 25 mins

APPENDIX C.1.1.

ORAL INSTRUCTION FOR VOCABULARY ACTIVITY (DAY 01)

Thank you for taking part in this study. Please give attention towards the PowerPoint slides. Try to read the words and associate meaning with it.

The teacher will briefly explain the word meaning using the slide. (See appendix)

Activity 01: Taking quiz with Traditional Technique

- Please take a close look at the question paper. Altogether there are ten words five-word meanings and five phrase and idioms.
- You have to write down the meaning of each word. The meaning should be exact or as close as possible.
- This is a 10 marks quiz and everyone will get 20 minutes to finish it and each correct answer will give you 1 mark.

APPENDIX C.1.1.2

Activity 02: Taking quiz with Gamification Technique

- Please take out your mobile phone and turn on the internet.
- I will send you a link, you have to click in the link and a Game window will open.
- This is a vocabulary centric game; you need to choose the correct answer from four provided option.
- There are all together 10 questions.
- Each question comes with an image or animation to provide a clue which will guide you to the right answer.
- There are 20 seconds time limitation for each question.
- The more quickly you answer the questions the more marks you will get.
- There is a point table system which will display your total score. You can see your score and your friends score after answering each question.
- The high scorer will get a special prize as reward.
- Here is a slide containing all the instructions. Take a look at it.

APPENDIX C.2.1.1

ORAL INSTRUCTION FOR GRAMMATICAL ACTIVITY

Thankyou once again for taking part in this study. Please give attention towards the PowerPoint slides.

The teacher will briefly explain the sentence type with adequate examples.

Activity 03: Taking quiz with Traditional Technique

- Please take a close look at the question paper. Altogether there are ten questions of two kinds.
- For the first five questions, you have to write down the correct type of sentence. There are five sentences ordered in a jumbled way. You have to understand which type of sentence it is and then write it down.
- The next five question is choosing the best answer type where you have to choose the correct answer after reading and understanding the questions.
- This is a 10 marks quiz and everyone will get 25 minutes to finish it and each correct answer will give you 1 mark.

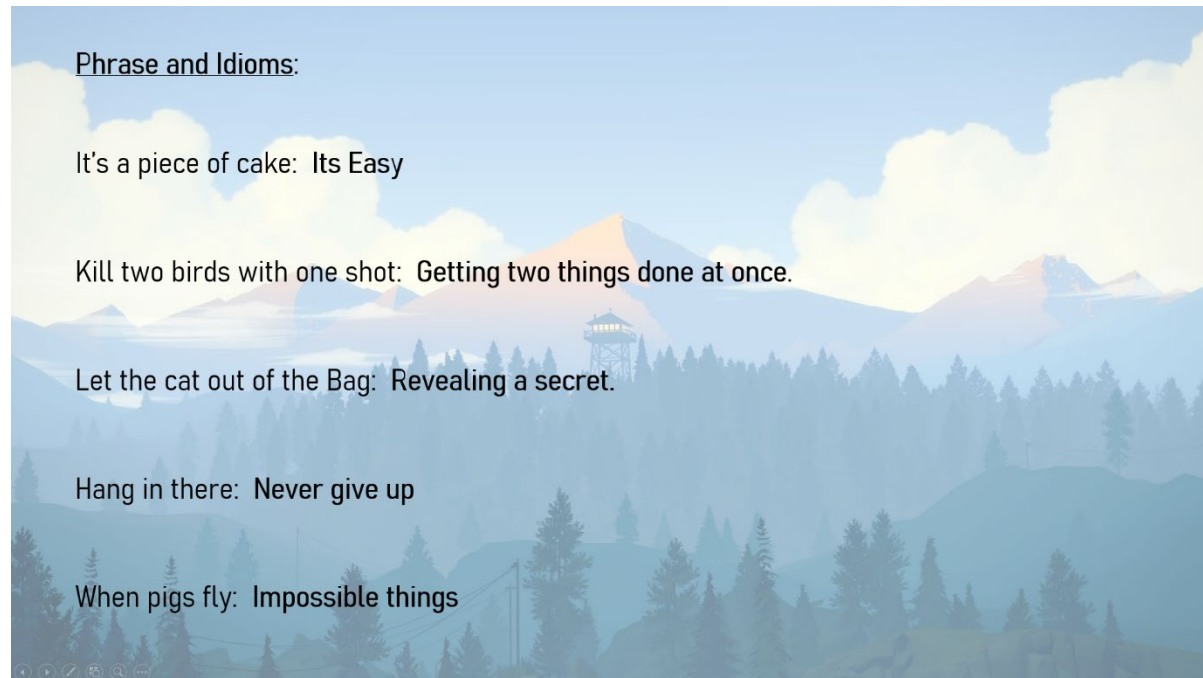
APPENDIX C.2.1.1

Activity 04: Taking quiz with Gamification technique.

- Please take out your mobile phone and turn on the internet.
- I will send you a link, you have to click in the link and a Game window will open.
- This game is based on types of sentence. There are two types of questions true/false type and choose the best answer type.
- In case of true/false a statement will appear as question. Each statement /question has a related images displaying two sentences. You have to read the sentences understand the statement then decide whether it is true or false.
- For choose the best answer type there are four options to every question. The attached image displays the sentence. You have to read the sentence and choose its type from the option.
- There are all together 10 questions.
- There are 20 seconds time limitation for each question.
- The more quickly you answer the questions the more marks you will get.
- There is a point table system which will display your total score. You can see your score and your friends score after answering each question.
- The high scorer will get a special prize as reward.
- Here is a slide containing all the instructions. Take a look at it.

APPENDIX D.1

SAMPLE POWERPOINT SLIDE FOR VOCABULLARY ACTIVITY



APPENDIX D.2

SAMPLE POWERPOINT SLIDE FOR GRAMMATICAL ACTIVITY

The usual function (job) of an exclamative sentence is to help the speaker express a strong (often extreme) opinion about a situation—an .

It helps to express our feelings and emotion as well regarding any situation.

An exclamation sign is clue to understand Exclamative sentence.

- What an idiot I've been.
- How strange it was!
- How quickly he understands!

APPENDIX F.1

SAMPLE QUESTION PAPER FOLLOWING TRADITIONAL METHOD

(Vocabulary activity)

Total Marks: 20

Time:20minutes

Name:

Write the meaning of the following word

Compel:

Abandon:

Oppression:

Vaccine:

Rainforest:

Let the cat out of the Bag:

Hang in there:

When pigs fly:

Kill two birds with one shot:

It's a piece of cake:

APPENDIX F.2
SAMPLE QUESTION PAPER FOLLOWING TRADITIONAL METHOD
(Grammatical activity)

Total Marks: 20

Time: 20 minutes

Name:

Write the following types of sentences:

How quickly he understands!.....

Somebody answers the phone.....

Why did John arrive late?

Very few people have actually met an alien.

What an idiot I've been.

Choose the correct answer

The usual FORM of a declarative sentence is

- to make a statement
- subject-verb
- a period or full-stop

What does an exclamative sentence usually end with?

- a full-stop or period
- a question marks
- an exclamation marks

The function of a declarative sentence is to _____ someone about something.

- ask
- tell
- surprise

Which type of sentence must end with a question mark?

- interrogative
- imperative
- exclamative

A sentence that's used to give someone an order or a command is an _____ sentence.

- interrogative
- imperative
- exclamative

APPENDIX G.01

Game 1: Vocabulary training

Force someone to do something

Correct
+ 887

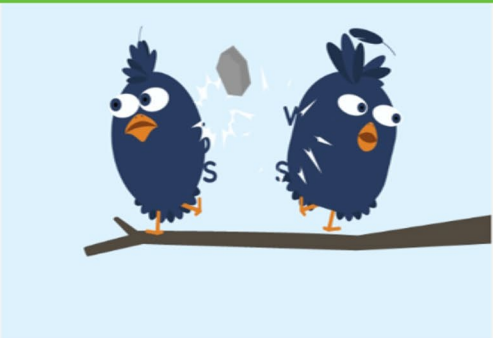


Next

▲ Push	×	◆ Compel	✓
● Rough Behave	×	■ Force	×

Kill two birds with one shot.

Answer streak 4
+ 1195



Next

▲ Rubbish talk	×	◆ Failing to do something	×
● Get two things done with a single action	✓	■ Killing birds with stone	×

APPENDIX G.02

Game 2: Types of sentences

The followings are the example of Declarative sentence.

Correct
+ 893

Two plus two makes four.

They have been married for over thirty years.

Next

◆ True

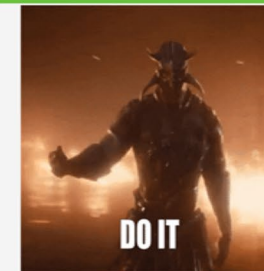


▲ False



A sentence that's used to give someone an order or a command is an _____ sentence.

Answer streak 3
+ 1084



Next

▲ Positive



◆ Negative



● Interrogative

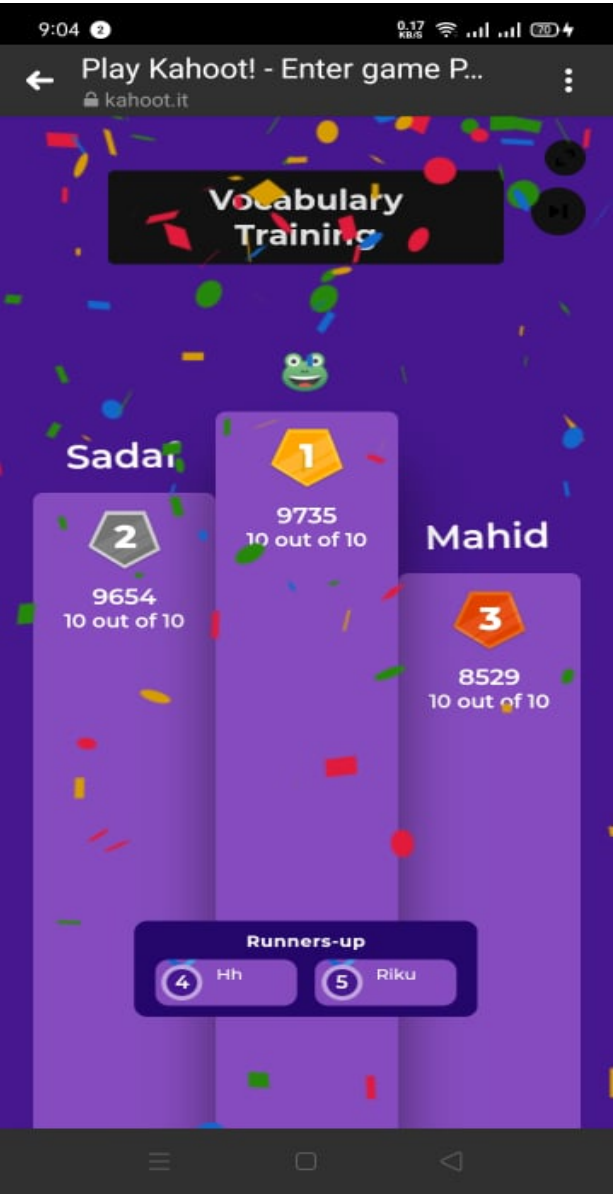
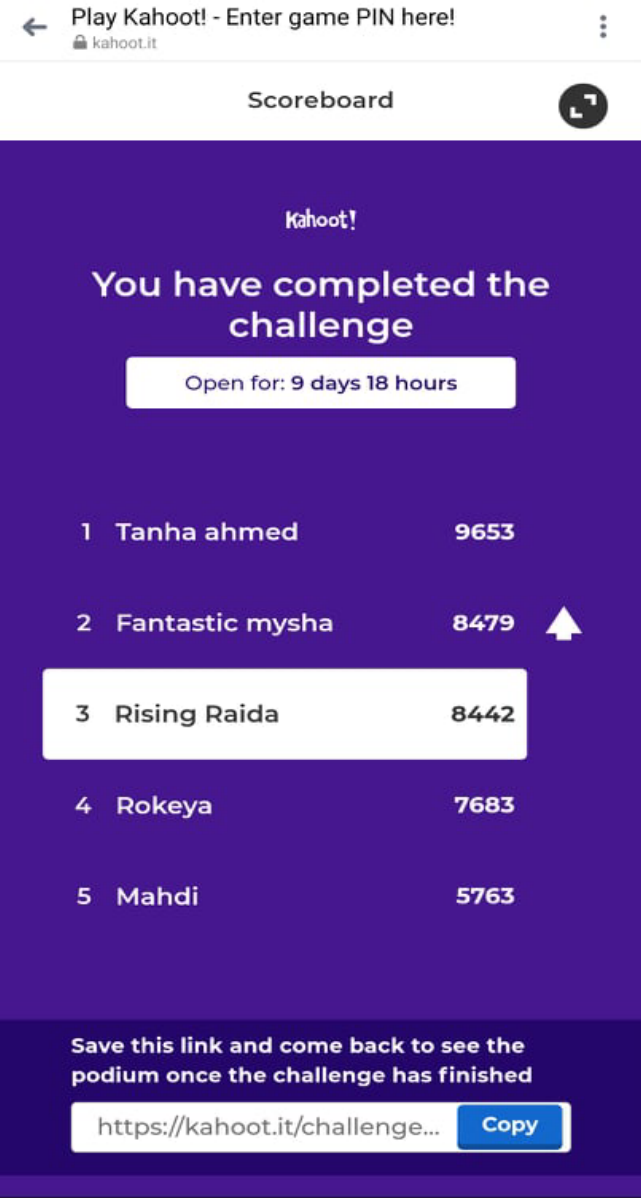


■ Imperative



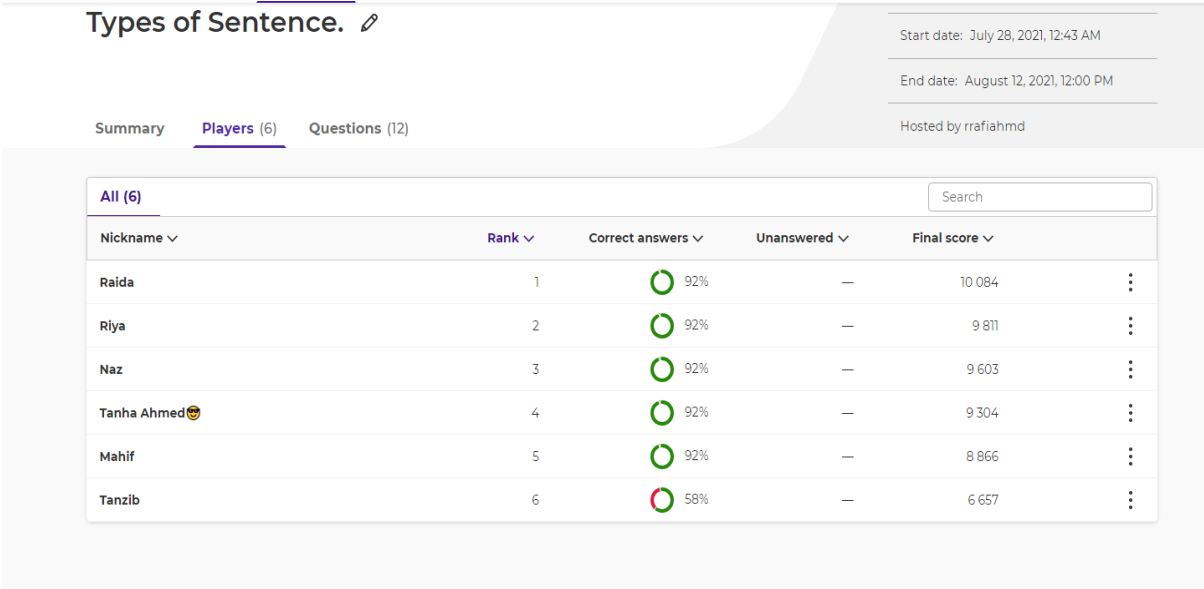
APPENDIX G.3

SAMPLE POINT TABLE



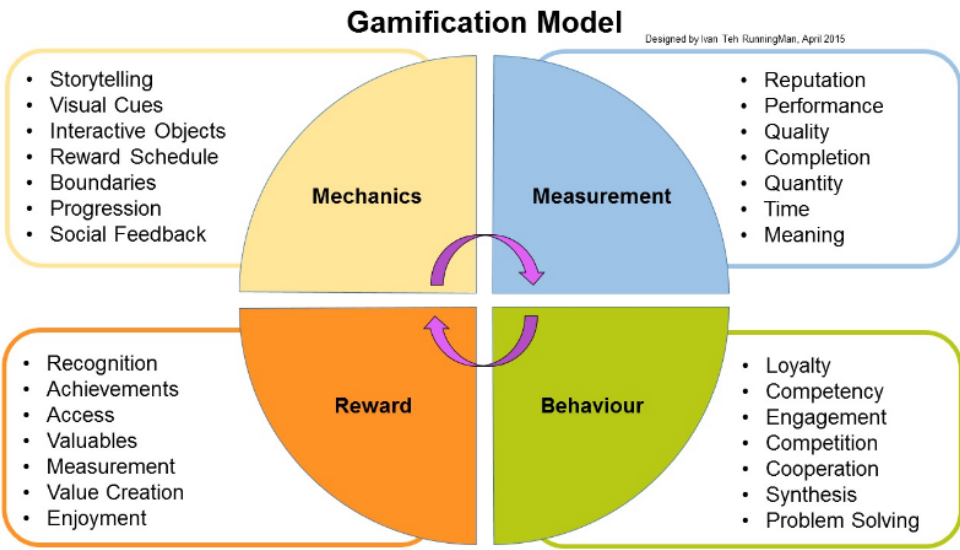
APPENDIX G.04

SAMPLE PERFORMANCE GRAPH OF THE STUDENTS



ADAPTED FRAMEWORK OF THE STUDY

APPENDIX: H



APPENDIX: I **SAMPLE INTERVIEWS OF PARTICIPANTS**

Notional Conventions of the Interview Transcripts

1	DU	Discourse Unit
2	I	Interviewer
3	[]	For showing action [Laughs]
4	.	Small pause
5		Long pause Incomplete sentence (if at the end of sentence)
6	Ah...	Hedging in speech
7	DU MAH 43	DU <space> student name's first three alphabets <space> DU number DU MAH 43 refers to Mahdis's DU number 43.

SAMPLE INTERVIEW OF ROKEYA

DU	Participants	
1	I	Hello. What is your name?
2	Rokeya	My name is Rokeya Akhter.
3	I	Which school you read in?
4	Rokeya	I studied in St. Francis Xaviers Girls High School.
5	I	From which class have you started learning English?
6	Rokeya	Ah probably from Class 1. But I started learning English language from class 03
7	I	How English was introduced to you and what was the system your teacher followed to teach English in your school? Especially the vocabularies and grammar?
8	Rokeya	Most of the times my teacher used Blackboard to deliver us the lessons. My teacher allso follow a specific grammar book that has the grammatical rules and the common examples. He uses examples to make us understand different grammatical rules, structures and overall English as a subject. Ah..In case of vocabulary it all about memorising it from vocabulary books by giving us homework to memorize 15/20 vocabularies and then present to him the next day. Besides, underlining words we don't understand from passages comes with our English books then finding its meaning from dictionary then memorise it.
9	I	Okay, how often do you see the use of multimedia and technology to teach English in your school?
10	Rokeya	Not very often but sometimes.
11	I	Do you try to learn English by yourself? What activities do you follow to improve your English?
12	Rokeya	Yes, because I don't like memorising things therefore, I try to read English story books to improve my fluency in English.
13	I	Do you have access to the Internet? Are you good at browsing the Internet?
14	Rokeya	Yes, I have access to the internet and I can browse the internet easily knowing all the important rules.
15	I	What applications or websites do you use the most on your mobile phone or computer?
16	Rokeya	I like YouTube the most in applications and in the case of websites it's google.
17	I	Do you play video games on your mobile phone or computer?
18	Rokeya	Yes, I play video games sometimes on my computer.

19	I	Do you know that there are games which can help you to learn language, have you tried one to learn English?
20	Rokeya	Nope I didn't know about that and neither played any games before which helps me to learn English.
21	I	A moment ago, you have played two games as a part of my research activity, have you faced any difficulty while participating in the activities?
22	Rokeya	No, the activities were organized in a very appropriate manner. I could participate without any problem.
23	I	Were the instructions of the study sufficient enough? Was it helpful for you to play the game and complete the activities smoothly?
24	Rokeya	Yes, the steps asked to follow to complete the activities were so interesting. The pictures and animations were so helpful that it felt like I was actually learning grammar rules or vocabularies while playing a game.
25	I	Did you enjoy playing the games?
26	Rokeya	Very much.
27	I	Do you think the given time was sufficient to complete the whole activity?
28	Rokeya	Yes, it was enough to complete the game and learn.
29	I	As you have already mentioned, how do you like the visual representations, animation and point table system of the game you just played?
30	Rokeya	They were too interesting and helped me to guess the right answers. The point table made me more motivated to play better and gain more points.
31	I	Did you feel any sort of excitement while playing the games alone and with your friend?
32	Rokeya	Playing the game alone was fun but with my friend it is more intriguing and challenging. We were too motivated and competitive to answer every question correctly.
33	I	Do you find playing the game against your friend more interesting?
34	Rokeya	Yes, because competition made me more intrigued to play better.
35	I	Why do you think it is more interesting?
36	Rokeya	I found the game more interesting because I could test my own capabilities whether I can guess the right answers without studying or memorizing any of the rules or vocabulary. Moreover, the idea of the point table was more captivating as I could see how better I was doing than my friends.

37	I	After completing the sessions and palying games how was the learning experience following this Gamification model?
38	Rokeya	To be very honest, my experience learning the vocabularies following this gamification model was very unique. The model was designed in a very interesting way as the steps were instructed and organized very carefully. Moreover, the use of the animation, graphics and images were so fun and helpful to guess the correct answers. Most importantly, I have always hated memorizing for learning purposes and this gamification model is the perfect way to avoid memorising and at the same time I can learn the vocabularies. The other game regarding types of sentences helped me to understand the practical use of these sentence. Before I learned grammar focusing only on structures and practising exercises but in this game, I can see the use of those rules.
39	I	How does this gamification centric learning style differ from your traditional learning style?
40	Rokeya	Ah.... The traditional learning experience of learning English is way much monotonous to me. There is nothing interesting in that style as my teachers only follow the usual grammar books and the examples there which also indirectly forces us to adopt memorizing. On the other hand, this method is enjoyable and interesting, the games are fun to play, almost no memorisation
41	I	Did you enjoy the idea of competition while playing the game or did you feel that as an added pressure?
42	Rokeya	There was a bit of pressure because I needed to answer in between times I can gain more points as quickly I can answer questions but the pressure does not feel too much and yes, I enjoyed the idea of competition and it was more motivating.
43	I	Were you satisfied with your performance?
44	Rokeya	Although my performance was average, I am satisfied.
45	I	Do you think your position in the Point table can motivate and encourage you to pursue better learning? If it helps you, how will it help you?
46	Rokeya	Yes, the point table position makes a lot more sense to me as I am more focused to my goal which is to perform better than my friends were above me in the point table which ensures better learning.
47	I	What was your feeling when you saw your scores and name in the point table with your friends?
48	Rokeya	I was very happy to see my scores and name on the point table while doing better than some of my friends.
49	I	Did the reward you got after the activity made you happy?
50	Rokeya	Yes. it did. Moreover, I tried hard to reach top of the score board for the first prize.
51	I	Were the teachers feedback useful for you?
52	Rokeya	Yes, and hopefully will not repeat the same mistake while I was playing this game at home.
53	I	Can you explain If we use such games in your regular English language classroom, how will it help the students to learn English in an easy and effective way? Can it become a new way of learning English?

54	Rokeya	From my opinion, I think the proposed gamification model can teach more effectively than the traditional method used in my classroom since ages. For example, when I was playing the game of recognizing the types of sentences and the correct vocabulary answers I didn't feel even for a second that I was learning something. The practice of memorising that scares a lot of students like me will be relieved and can learn English in a fun way rather than studying within a strict framework. However, learning such important aspects of one of the most widely spoken languages while playing a game is very much enjoying. The experience therefore will differ a lot from the traditional style followed by our teachers in the classroom which is mainly following a specific grammar book and reading out examples from them.
55	I	How can this learning process help you and the students to improve English language skills?
56	Rokeya	The learning process through the proposed gamification model will attract the general students more like me because they will no longer be confined to a strict framework of language learning which primarily are memorising or following a specific grammar book. Moreover, all the graphics, animations used throughout the game will stimulate the brain to guess the vocabularies and sentences. The learnt vocabulary will further help to create sentences and it will increase proficiency and fluency in the language. Knowledge of vocabulary and variety of sentences will grow without even memorising.
57	I	What could be the problems to apply this method as a new way of learning English in your classroom? what is your opinion about this?
58	Rokeya	Ah... there could be couple of problems, while preparing the students for such activities the class could be chaotic. To run on this method, it may take more time than the usual class time in our country and finally internet facilities should be there.

SAMPLE INTERVIEW OF MAHDI

DU	Participants	Question and Answer
1	I	What is your school's name?
2	Mahdi	Government Laboratory High School,
3	I	Were you a student of Bengali medium or English Medium?
4	Mahdi	Bengali medium.
5	I	From which class you have started learning English?
6	Mahdi	Class 1
7	I	If I ask you, in your school how English was first introduced and how your teacher teach you English?
8	Mahdi	Teachers delivered us some notes mostly, we have to memorize the elements from those notes. We were solely focused on memorizing
9	I	Have you ever seen the use of multimedia in your school teaching English?

10	Mahdi	Sometimes. Teachers used multimedia mostly to teach Biology, Physics and Chemistry. English was less focused in case of multimedia class.
11	I	How does your instructor teach you vocabularies and grammars rules associated with English language? First tell me about vocabulary?
12	Mahdi	In case of vocabulary our teacher read aloud a passage from English books and we learned meanings of common and uncommon words from there. If I didn't understand anything I asked questions and my teacher answered.
13	I	What about the students who never asked questions?
14	Mahdi	Probably they did not get the meaning from the teacher and never learned that word.
15	I	Okay what about grammar then?
16	Mahdi	Mostly teachers write down grammatical rules on blackboard, we take note and then again memorise them.
17	I	How do you practice grammars?
18	Mahdi	Teacher normally told us to do that by ourselves by practicing exercise section from different grammar books.
19	I	Do you try to learn English by yourself? What activities do you try to improve your English?
20	Mahdi	Yes, I try to learn English by myself. I watch English movies and read English story books.
21	I	Do you have access to the Internet? Are you good in browsing the Internet?
22	Mahdi	Yes, I have and I do have necessary knowledge to browse internet.
23	I	What applications or websites you mostly follow in your mobile phone or computer?
24	Mahdi	As a book lover different pdf application, I used most to read books moreover Facebook, YouTube and Zoom in this pandemic situation for my online classes.
25	I	Do you play video games on your mobile phone or computer?
26	Mahdi	Yes, I play temple run as a pastime.
27	I	Alright, do you know that there are several applications exist in mobile and application which help us to learn a new language? Do you have any idea?
28	Mahdi	No sir, I have no knowledge regarding that.
29	I	A moment before you have attended a learning session and you played two games, have you faced any difficulty while participating in the activities?
30	Mahdi	No, the games were interesting and addicting to play.
31	I	Did you enjoyed playing the games?

32	Mahdi	Yes, I enjoyed the game. Infact I have enjoyed the whole session and it was not boring at all.
33	I	Were the instructions of the study sufficient enough? Was it helpful for you to play the game and complete the activities smoothly?
34	Mahdi	Yes, the instruction was okay. It was helpful for me and I can play the games easily with the instructions.
35	I	If the same instruction is given to another friend of your, can he perform the same?
36	Mahdi	Yes, I think anyone can perform same with this instruction.
37	I	How do you like the use of image, animation I mean the visual representation of the questions asked in the game?
38	Mahdi	With the help of the images, I understood the questions easily and ah... I could easily find the word meanings.
39	I	Do you think the given time was sufficient to complete the whole activity?
40	Mahdi	I think 20 second is enough but if students have less reading speed which is common in Bengali medium students in that case adding 2/3 seconds will be more useful
41	I	Did you felt any sort of excitement while playing the games alone and with your friend?
42	Mahdi	Yes, I was very much excited because of the point table and the scores. The more I answer correctly I can climb high in the point table. This is a whole new experience for me thus just after hearing that now I will play a game I was feeling really excited.
43	I	How was the overall learning experience following this Gamification model?
44	Mahdi	This game is different from the usual game we play. We can learn from playing game which never happened before. By playing this game I feel more interested to learn new things.
45	I	How this experience differs from your traditional learning experience?
46	Mahdi	Yes, normally teachers just write things up in the blackboard and we need to take notes in our own copy. This whole process is very much monotonous. This concept is very much different from that I can competitively play and learn.
47	I	As you have mentioned point table and competing with your friend now I would like to ask you how you enjoyed the idea of competition while playing the game or you felt that as an added pressure?
48	Mahdi	No, I was not feeling any added pressure, there was a healthy competition. Ah... I was more interested to learn because of this learning as I want to pass my friend by scoring more points.
49	I	Do you find playing the game against your friend is more interesting?
50	Mahdi	I think when I played the game with my friend there was more competition than playing alone it and I was enjoying more with human competitors.
51	I	Why do you think it is more interesting?
52	Mahdi	The competitive prospect which is created through this game is probably the most interesting feature.
53	I	Because of the music and ticking time playing around with friend does this made you nervous?

54	Mahdi	No No, I was feeling I am playing a game nothing else.
55	I	Do you think your position in the Point table can motivate and encourage you to pursue for better learning? If it helps you, how will it?
56	Mahdi	Yes, the point table will obviously motivate me push myself for first position. I will work hard to become number one.
57	I	Are you going to take more preparation next time?
58	Mahdi	Yes of course, The next time I am playing this game I will be more prepared and looking forward to pass all my friend scoring more points.
59	I	Have you learnt from your mistakes with the teacher's feedback?
60	Mahdi	The feedback helped me not to make the same mistakes again.
61	I	Were you satisfied with your performance after playing the game for the first time?
62	Mahdi	It was average I would say.
63	I	What was your felling when you saw your scores and name in the point table with your friend going up and down?
64	Mahdi	It created a sense of excitement in me, how people were passing me and I was passing them. If I answer this question wrong It will downgrade my position this whole scenario was entertaining and I was enjoying it.
65	I	Was the scenario same like competing against your friends in classroom?
66	Mahdi	Yes, it was exactly same for me.
67	I	What about your feeling when you know that placing first, second, third can ensure you a big reward or just by participating you will get a gift?
68	Mahdi	Reward means happiness. Students like me will participate in competitions for rewards what they can show to their parents. This was definitely a good initiative.
69	I	Does this idea of reward encouraged you to play the game more attentively?
70	Mahdi	Yes, it encouraged me to play the game seriously. As I was thinking I must get a reward as there is are rewards available.
71	I	If I apply these games to teach in English in your classroom and gradually turning your classroom into a gamified one, do you think it will help the students to learn English in a easy and effective way?
72	Mahdi	Yes, definitely it will. I was enjoying the game by playing it at the first time. As this is a new concept, students will be interested to participate. In our classrooms normally teachers gave us lectures and we listen to that. In this process some students might not listen to it but in this way all the students will remain attentive to the class. Because of the rewards more students will come and play.

73	I	What could be the problems to apply this method as a new way of learning English in your classroom? what is your opinion about this?
74	Mahdi	The first problem will be over crowded classroom, for this maintaining class could be a hassle. Moreover, classrooms need proper equipment's with internet facility
75	I	How this learning process can help you and the students to improve English language skills?
76	Mahdi	While playing both games, I can remain concentrated for the whole time and I do not lose my focus. As the game proceeds I did not get bored. To learn new words and grammar laws I was feeling great, this same thing will help my friends to learn more and they will be interested to learn and play.
77	I	Thank you so much for your time and response.
78	Mahdi	Welcome

SAMPLE OF CODING TEMPLATE BY THE RESEARCHER J.1

Interview Question	Subordinate key word of question	Subordinate main point from conversation	Elaboration examples from verbal to support the subordinate	Occurrence main idea transferred into the form as key word(s)	Frequency of Occurrence	Ordering of discourse unit
Were the instructions of the study sufficient enough? Was it helpful for you to play the game and complete the activities smoothly?	Sufficient Helpful Smoothly	Interesting activity Helpful pictures and animation Learning while Playing	Yes, the steps asked to follow to complete the activities were so interesting. The pictures and animations were so helpful that it felt like I was actually learning grammar rules or vocabularies while playing a game.	Interesting Helpful Learn while play	1 1 1	DU Rokeya 23
Have you faced any difficulty while participating in the activities?	Difficulty	Organized in correct manner No problem	No, the activities were organized in a very appropriate manner. I could participate without any problem.	Organized No problem	1 1	DU Rokey 21
How do you like the use of image, animation I mean the visual representation of the questions asked in the game?	Visual representation	Interesting Hepling to get the right answer Point table increase motivation	They were too interesting and helped me to guess the right answers. The point table made me more motivated to play better and gain more points.	Interesting Helpful Motivated	1 1 1	DU Rokeya 29
After completing the sessions and playing games how was the learning experience following this Gamification model?	Learning experience	Unique experience Interesting way Organized Instructions Entertaining Helpful Avoid memorising Practical use	To be very honest, my experience learning the vocabularies following this gamification model was very unique. The model was designed in a very interesting way as the steps were instructed and organized very carefully. Moreover, the use of the animation, graphics and images were so fun and helpful to guess the correct answers. Most importantly, I have always hated memorizing for learning purposes and this gamification model is the perfect way to avoid memorising and at the same time I can learn the vocabularies. The other game regarding types of sentences helped me to understand the practical use of these sentence. Before	New experience Interesting Organized Entertaining Helpful Memorising Practicality	1 1 1 1 1 1 1	DU Rokeya 37

			I learned grammar focusing only on structures and practising exercises but in this game, I can see the use of those rules.			
How this experience differs from your traditional learning experience?	Differs	Monotonous learning Memorizing focused Interesting method Enjoyable / Fun to play	Ah.... The traditional learning experience of learning English is way much monotonous to me. There is nothing interesting in that style as my teachers only follow the usual grammar books and the examples there which also indirectly forces us to adopt memorizing. On the other hand this method is enjoyable and interesting, the games are fun to play, almost no memorisation	Monotonous Memorising Interesting Enjoyable	1 1 2 1	DU Rokeya 39
Did you felt any sort of excitement while playing the games alone and with your friend? Why?	Excitement Alone With friends	Playing alone is Fun More intriguing with friends Become competitive Encouraged	Playing the game alone was fun but with my friend it is more intriguing and challenging. I was very encouraged and motivated answer every question correctly.	Fun Intriguing Competition Encouraged Motivated	1 1 1 1 1	DU Rokeya 33
Did you enjoy playing the games and why?	Enjoy Game	Interesting Testing own capability Captivating point table	I enjoyed the games very much because with this game I can test my own capabilities. infect I have enjoyed the whole session. Especially the idea of the point table very captivating.	Interesting Own capability Catchy point table	1 1 1	DU Rokeya 25
What could be the problems to apply this method as a new way of learning English in your classroom? what is your opinion about this?	Problem Classroom	Chaotic classroom Time management Proper internet	Ah... there could be couple of problems, while preparing the students for such activities the class could be chaotic. To run on this method, it may take more time than the usual class time in our country and finally internet facilities should be there.	Chaotic Time Internet	1 1 1	DU Rokeya 57

How this learning process can help you and the students to improve English language skills?	Improve skills	Strict Framework of Memorising	The learning process through the proposed gamification model will attract the general students more like me because they will no longer be confined to a strict framework of language learning which primarily are memorising or following a specific grammar book. Moreover, all the graphics, animations used throughout the game will stimulate the brain to guess the vocabularies and sentences. The learnt vocabulary will further help to create sentences and it will increase proficiency and fluency in the language. Knowledge of vocabulary and variety of sentences will grow without even memorising.	Strict Framework	1	DU Rokeya 55
		Stimulate brain		Brainstorming	1	
		Increase proficiency and fluency		Proficiency and fluency	1	
		Increased vocabulary knowledge		Knowledge	1	

Research question 02: What do the student think about using Gamification in English language classrooms?

Interview question How this learning process can help you and the students to improve English language skills?

Mahdi	Rokeya	Tanha	Raida	Tanzib	Maysha	Sub Theme	Theme
With this method I am highly encouraged and motivated to learn more. Students will remain concentrated and fully focused which will ensure better learning.	This method will help me and my friends to improve vocabulary and grammatical knowledge resulting increased proficiency and fluency. It helps us to stimulate our brain but we get a relief from strict framework of memorising.	This method encouraged me to learn. This method is not fully teacher centric. Students will remain attentive and participation will increase because of the reward mechanism.	This method will encourage me and my friends to participate more, practical approach ensures effective learning of English. Learning with this method is better and students can remember things easily.	This game helped me to become motivated and learn. My position in the scoreboard works as an achievement to me. With this method students will take English seriously participation will increase and students will be attentive in class.	Learning through this I can stay attentive and encouraged. It motivates me to participate more and more which expands my knowledge. Moreover, I can self learn while playing alone and learn from my mistakes.		Encouraged and motivated Increased participation Better and English learning Attentive students. Self-learn Scoreboard position works as achievement. Not teacher centric Stimulate our brain

APPENDIX J.2

SAMPLE THEME GENERATION TEMPLATE

Research question 03: What could be the challenges in order to apply gamification in Bangladesh?							
Interview question What could be the problems to apply this method as a new way of learning English in your classroom? what is your opinion about this?							
Mahdi	Rokeya	Tanha	Raida	Tanzib	Maysha	Sub Theme	Theme
Class maintenance could become a problem because of overcrowded classroom. Proper equipment's and internet is needed.	The classroom could be chaotic, Time management can become an issue and proper internet facilities should be there.	Controlling the class can become a problem for overcrowded classroom like my one.	Lack of training and equipment can become a barrier to apply this method in small towns and areas.	Proper multimedia facilities and class monitoring is needed to perfectly apply this method.	Large classroom population can be the first problem. Without proper training and equipment this process could be difficult to apply in village areas.		Proper equipment and internet facility. Classroom population and management. Proper training Time management Easy to apply in big cities difficult to apply in village areas.

APPENDIX J.3

RATING FOR STUDENTS' INTERVIEW

Please respond to the following themes by choosing “Agree” or “Disagree”. You can also suggest new theme on the comment’s column.

RQ. 1. How do the students react to the application of Gamification in English language?						
Theme	Main Idea	Discourse Unit	Verbal support	Inter-Rater		Comments/Suggestions
Interesting and innovative method to learn English	Learning with Gamification is interesting and innovative.	Tanha 43 Tanzib 36	“This experience is completely different from my classroom experience and interesting as well. The exercise presented here are not boring and innovative as well”. “This method is easy to follow and interesting as well.....”	Agree /	Disagree	
A completely new experience.	Application of Gamification is a new experience for the students.	Mysha 40 Tanha 38	This is completely new learning experience for me. The idea of using images and the animation as well incorporating quizzes into a game is something I have never seen before. lessons. The games are attractive and innovative thus I will keep on playing this. “It was a whole new experience for me. Now I can learn when I am playing games”.		/	This theme seems to focus on innovation which is similar to previous theme. You may separate “interesting” from “Innovation and new experience”.
Different concept than monotonous traditional learning	Learning with Gamification and Traditional method is different	Rokeya 39	“Ah.... The traditional learning experience of learning English is way much monotonous to me. On the other hand, this method is enjoyable and interesting, the games are fun to play”.		/	Add one or two more dialogue that shows “different”.
Enjoyable experience	The learning experience with gamification is enjoyable.	Rokeya 25 Tanzib 33	“I enjoyed the games very much..... In fact, I have enjoyed the whole session. I have enjoyed the games very much and not getting bored	/		
Encouraged and motivated	Gamification encourage and motivates students to learn and practice English language.	Mysha 62 Rokeya 33	“By applying this English class.....students will remain encouraged. The reward mechanism will boost students’ motivation to keep on studying”. “I was very encouraged and motivated answer every question correctly.”	/		

Increased participation	Gamification increases the participation among students.	Tanzib 57 Raida 41	“Participation rate will increase. Students who do not love to study English will also start taking English seriously.” “New concepts like this attracts students, thus participation will be increased.”	/		
Learning from mistakes	Students can make mistakes and learn from the generated correct answer immediately.	Mysha 62 Tanzib 33	“For me the best part is I can learn from my mistakes and I can learn that immediately..... helps me to find my problems and self-learn.” “Here I can do errors and correct them by playing again and again.”	/		
Autonomous learning	Students can paly the games by themselves from their home and learn with it.	Mysha 42 Rokeya 25	“These games are free to play and I can play as much as I want so In this process I am free to make mistakes and next time playing I can learn from it”. “..... with this game I can test my own capabilities.”	/		

NAME OF THE RATER: DR SABREENA AHMED

DATE: 25 August, 2021

APPENDIX J.4

INTER_RATER RELIABILITY CALCULATION FOR STUDENT'S INTERVIEWS

Inter-Rater Reliability Calculation for Students' Interviews

Calculation of Inter-Raters' Reliability

Percentage of agreement: $(13/15) * 100 = 86.66 \%$

[15= total number of verbal supports]

[13= inter-rater's agreement with the verbal supports]

CHECKING

APPENDIX: K
SAMPLE OF EMAIL FOR MEMBER

Member Checking



Rafi Ahmed



Rokeya Riya

APPENDIX L

AUDIT TRIAL OF THE STUDY

Date	Activities	Records
20 th March,2020	Approval of topic from the supervisor	Approval E-mail
27 ^h April, 2021	Contacting the supervisor for the permission of data collection procedure	E- mail
July11, 2021	Day 1 of activity session	Zoom and Face to face
July12, 2021	Day 2 of activity session	Zoom and Face to face
July12, 2021	Interviews of participants	Zoom and Face to face
July 14, 2021	Transcribing Interviews	Recording
September16 th , 2021	Member checking	E- mail
September5 th 2021	Contacting rater, sending documents for rating and receiving inter-raters' feedbacks.	E- mail & soft copy of the documents

