Міністерство освіти і науки України

Закарпатський угорський інститут ім. Ференца Ракоці II

Кафедра філології

Реєстраційний №_____

Кваліфікаційна робота

Гейміфікація як новий метод викладання англійської мови як іноземної для старших учнів середньої школи

Глогер Кароль

Студент __4_-го курсу

Освітньо-професійна програма - Середня освіта (англійська мова і література)

Спеціальність: 014 Середня освіта (англійська мова і література)

Рівень вищої освіти: бакалавр

Тема затверджена на засіданні кафедри

Протокол №96 від 02.10.2023р.

Науковий керівник: **Лехнер Ілона Густавівна**

(доктор філософії, доцент)

Завідувач кафедри: **Берегсасі Аніко Ференцівна**

(д-р габілітований, доцент,

професор кафедри філології)

Робота захищена на оцінку _____, «___» _____ 202_ року

Протокол № _____ / 202_

Міністерство освіти і науки України
Закарпатський угорський інститут ім. Ференца Ракоці ІІ

Кафедра філології

Кваліфікаційна робота

Гейміфікація як новий метод викладання англійської мови як іноземної для старших учнів середньої школи

Рівень вищої освіти: бакалавр

Виконавець: студент IV-го курсу

Глогер Кароль

Освітньо-професійна програма - Середня освіта (англійська мова і література)

Спеціальність: 014 Середня освіта (англійська мова і література)

Науковий керівник: **Лехнер Ілона Густавівна**
(доктор філософії, доцент)

Рецензент: **Врабель Томаш Томашович**
(кандидат філологічних наук, доцент)

Берегове
2024

Ministry of Education and Science of Ukraine
Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education

Department of Philology

Qualifying paper

Gamification as a Novel Method in Teaching EFL to Upper Secondary Students

Level of higher education: Bachelor's degree

Presented by:

Károly Glóger
a fourth year student

Educational and professional program - Secondary education (English language and literature)

Specialty: 014 Secondary education (English language and literature)

Thesis supervisor: **Ilona Lechner**

(PhD, Associate professor)

Second reader   **Tamás Vrábely**

(Candidate of Philological Sciences, Associate professor)

Berehove
2024

Зміст

Contents

Introduction

As the world around us develops, so we must develop our methods in the various endeavours of our lives. What may have been useful and efficient a couple years ago could be regarded as almost or completely old-fashioned today. This problem concerns not just a few, but most fields of our existence. Thus, education and language learning is no exception.

So, what is wrong with our current methods of educating the younger generation? To pinpoint it, we must first determine the factors of the developing world that affect their capabilities. We might have heard the phrase "this world has become so fast" from before, and there is truth to it. As all of our work is required to be done as quickly yet as efficiently as possible, our cognitive functions adjusted to this. If before people were capable to pay attention for an extended duration, read several pages without a difficulty comprehending and remembering the content, then now the greatest issue is that they require short and concise, yet clear and enlightening input of information. Therefore, not catering to this question results in situations like not paying attention during on class, chatting when the teacher is unaware, or playing on their phone whenever possible.

The solution to this problem is a teaching method which considers these conditions. And this method is gamification. If implemented correctly in the classroom, it could not only be a means of motivation for the students, but could also result in an interesting learning experience for them, one which they would enjoy and perhaps not feel the need to stimulate their minds with other activities.

Although the topic of gamification is relatively new, a number of researchers have hypothesized about its possible effects, and investigated these in details. It always was, and still is, a topic for debate whether games should be only part of children's life, or if others could too benefit from it. To understand the importance of games in the world, as a basis for my work I chose Huizinga (1950). In his work, *Homo Ludens: A Study of the Play Element in Culture*, he explains how deeply play is interwoven into our life. It is not just a childish activity. The origin of the Olympics proves this (Ruckenstein, 1991). Adult humans come together every four years to celebrate peacefully by playing games. There is nothing we could think of what play is not a part of. It is the basis of law, war, and philosophy. Every aspect of our life uses the elements of play. We play by the rules.

Understanding the importance of play in the world as a building element, it is too necessary to understand what role it plays in a child's life. Piaget (1951) investigated this issue in his work "*Play, Dreams and Imitation in Childhood*", considering it from several perspectives. In his work, he examines the positions "ludic-activities" play in a child's life. He describes it to be an activity

which helps children deal with the built-up stress in a safe environment which the control, as well as a means of exploring the world without risks. "Ludic-activities" allow them to play out situations, taking up the role of anyone or anything without negative consequences.

To gain knowledge of contemporary results about the use of gamification in teaching, I chose the work of Sánchez-Mena & Martí-Parreño (2017), where the researchers investigate the main barriers and driving factors when it comes to employing gamified tasks in the classroom. Through interviews and questionnaires filled out by various teachers, they determined several factors that could affect the process of gamifying a classroom. Redjeki & Muhajir (2021) conducted an experiment using Duolingo to teach EFL to students. Through observations and questionnaires, they collected data about the students' results in language learning using the application, and their opinions about the application overall.

The **object** of my work is the use of gamification and its effects in upper secondary EFL classrooms. After gaining the necessary knowledge of the topic from various literature, I wished investigate the effect gamified tasks could have in upper secondary EFL classrooms, and contribute to this field with my findings.

The **subject** of my work is to find out about the students' attitude towards gamified tasks, to note down the effects it has on them both by my own observations and through questionnaires filled out by the students, as well as by discussing the results with my mentor teacher during my 4 week long teaching practice.

The **aim** of this work is to provide the students with a positive experience, a learning method which not only catches their interest but also helps them master the material with ease, compared to traditional teaching methods, and to facilitate their motivation towards learning EFL.

The **tasks** of this work are therefore, first and foremost, to collect the necessary materials about gamification to be able to effectively employ it during my teaching practice. Another step is to prepare various gamified tasks for several lessons which can be used to practice the material through a playful, interesting manner. After each lesson, to note down the observations, to be able to compare the atmosphere of a classroom where no gamified tasks were used that day with one where such a task was employed. And lastly, to prepare the questionnaires to complement my research and provide a more varied investigation of the issue.

The **methods of research** of this work are observations by the researcher and their mentor teacher, the discussion of these observations to compare different viewpoints, and the use of questionnaires to gain a feedback from the participants of this research, as well as the analysis of the findings.

The **novelty** and **practical value** of this work lies in the methods used during my practice. I wished to uncover not just the effects of gamification on the students' performance in learning EFL, or the students' attitude towards gamified tasks, but also note the differences between their attitude towards learning EFL and the change in their performance when using only traditional learning methods, compared to using gamified tasks, thus variating between the two.

The structure of this this thesis consists of an introduction, 3 chapters (the first of which provides a detailed explanation about gamification itself, the second of which provides theoretical knowledge about the use of gamification within the classroom, and the third one which explains in greater detail the research which was conducted), an analysis of the findings, conclusions, appendices, and a literary reference list.

In the **introduction**, a brief review of the issue is provided. The relevance and significance is discussed, and an overview of some of the literature, which serve as the theoretical basis for this work, is highlighted. The object, subject and the necessary tasks to reach the aim of the work are discussed, providing the reader with an explanation to understand what the research is about.

In the **first chapter**, the importance of the element of play, the role of these elements in the development of children, the definition of the term gamification, as well as examples of it are provided and explained in detail. This is meant to serve as the basis my work, which allows the readers to gain a window into the relevance of the problem, and see how deeply rooted game is not just in the life of children, but in various aspects of our life.

In the **second chapter**, the practical employment of gamification is investigated. A number of literature is used to provide a comprehensive explanation about the general attitude towards the idea of gamifying in the classroom, the challenges the teacher faces when employing gamification in the classroom, and the results achieved when using gamification to teach EFL.

In the **third chapter**, the steps of the research are explained, and information is provided about the resources and cause of decisions. Within the same chapter, the results of the research are analysed.

Based on the results and observations made during the practice, **conclusions** are made, affirming whether the research questions were answered and the hypotheses came true.

In the **appendices**, the English version of the research tools (questions of the questionnaire and interview) used in the course of this study are provided.

Part 1

Relevance of Gamification

To understand the concept of the term, it is essential to decompose it and take a look at the individual elements which resulted in the birth of this novel method. The term could be easily misinterpreted, therefore it is indispensable to see how it rose to a topic which is often researched for its positive influence on students in teaching. Comprehending the relevance of gamification would be impossible without first knowing what role the element of play has in all activities (Huizinga, 1950). Once its position is understood, the definition of the term must be more closely inspected, as several researchers all have their own definition. From those, a definition is possible to create, which would encapsulate all the important details of the various explanations.

1.1 Element of Play

Our species, as called scientifically, the Homo Sapiens, is considered to be the most advanced on the planet. We are capable of such complex activities as art, music, love – all part of what we call a civilization, part of our culture. But there is not just one culture, we are spread far and wide, segmented into nations, each with its specific and unique cultural elements.

If we would ask anybody – what is common between us and the animals? –, we would probably receive answers like: we both protect and bring up our off springs, and fight to survive. Yet perhaps few would consider that there is a prevailing particle which we share, and which is older than all of humanity's inventions, which goes far beyond our construct of civilization and culture – the element of play (Huizinga, 1950).

Despite considering ourselves the rulers of the planet, we have actually not provided any essential features to the general idea of this trait. If we were to observe young dogs, it would become evident that all the aspects of "human play" are present in their activities. The puppies invite each other to participate in a fun time. They growl, wag their tails, jump around. Then they play "you are it", tug-of-war, or anything that would be considered an activity to us which is meant to refresh our minds and spirits. We could see that they stick to some rules – no biting off each other's paws, not hurting the other in other ways. They will pretend to be angry or scared, but really they are just having the time of their lives. And this is only the simplest example, as there exists more complex plays, which are in essence contests and require an audience (Huizinga, 1950).

Everything has a purpose. So what is the purpose of play? Some would argue it is to teach the young about the hardships of adulthood. Anthropologists and historians refer to such practices from the times of the cavemen as "rites of passage", which equals a graduation ceremony today. During these, the children of the hunter-gatherer societies had to put to the test their skills, knowledge and endurance, essential for survival. If they passed, it would mark that they are ready for the coming challenges of the nature. Others believe that play is just a method to let off steam, allowing ourselves some respite and rejuvenation. But exercising, doing hobbies, conversing with our loved ones have the same effect, along with many other means of relaxation. Yet another interpretation could claim that it is meant to discharge built up energy, but the case is the same with this as the above mentioned one (Huizinga, 1950).

What is never considered is that play does not have a specific function. That it is a God-given gift, which is part of our existence, like breathing and sleeping. Huizinga (1950) identified the missing interpretation as the element of fun, which no other activity can provide to us.

1.2 Significance of Play

As Huizinga (1950) noted, many different languages have coined several different terms for naming play. In Greek, for instance, there are at least three different names, one which marks the play of children, one which refers to play as childishness, or toy, but there is even one to call by it the Olympic Games. In Sanskrit, the language has different denominations for the play of animals, wind or hopping and skipping, another one for gambling, and one for the movements of light (Huizinga, 1950). The importance of this is that it shows how seriously languages consider the concept. Play exists in many forms, it covers many fields of our lives, from simply being children's activity to events which invite many adults to participate and socialize, bridging gaps that otherwise would be difficult to.

Why is play considered with such seriousness, to be a driving force which propels us forward on the route of development? The phrase "play by the rules" is probably not alien to us, and know that it is used in contexts which seemingly have no connection to games or playing altogether. However, elements of play are present in cultures, law, politics, and war. They have players or parties, who are connected by a common goal and passion. In circumstances where there is no enemy or an opponent, there is still the motivation to achieve something with play. Usually, this desired goal is to win. But when there is no competitor to beat, the milestones we can reach within the walls of play still constitute as factors which, upon completing them, provide us the element

of fun. Fun, then, motivates us to continue. If we fail, we might try our hands at a different game, or strive to better ourselves for the next attempt. And this motive is present in other fields. Cultures wish to develop, to find new concepts and advance civilization. In politics and war, the parties all strive to prove their truth or show that they are more powerful than their opponent. All this within the constraints of play. Therefore, each and every one of us is a Homo Ludens – the player man, the man who plays (Huzinga, 1950).

Jean Piaget also examined the importance of play, or as he called it, "ludic-activities," (Piaget, 1951, p. 160) albeit its importance in the children's life. Nevertheless, it is important for us, as he distinguished several criteria which distinguish play from other activities, and also highlighted how children, through play, explore the world and develop. He noted six criteria which distinguish "ludic-activities" from others:

1) For the first criterion, he highlights how play is actually not a specific behaviour, but "*it is determined by a certain orientation of the behaviour*" (Piaget, 1951, p. 147). Accordingly, play has no aim, but it is in itself an end. Children do not play to achieve something outside of the action. While on the other hand, adults work to, for instance, earn money or move up their career ladder – but the activity itself does not provide them this result. Piaget (1951) says that if this were the case with play, then the players would be "*disinterested*" (p. 147) in the activity. He also highlights the thoughts of P. Souriau (1889) on this matter, who claims that play is interests the participants, because the player is "*concerned with the result of his activity*" (Piaget, 1951, p. 147). Therefore, play is "*autotelic*," (Piaget, 1951, p. 148) which he describes as the direction of the activity is inwards, meaning that the child enjoys "*exercising his powers and being aware of himself as the cause of the activity*" (ibid, p. 148).

2) For the second criterion, he underlines that play is spontaneous. It can happen whenever and wherever, which contrasts with the organized form of work (Piaget, 1951).

3) The third criterion is that plays is meant for pleasure, while activities, such as work, do not take into consideration pleasure, but are only directed towards reaching a necessary result. Piaget (1951) brings attention to not confuse this criterion with the first one, because we may know that after a series of lots of effort, we can feel delighted, but work would still not constitute as play.

4) He called the fourth criterion the "*lack of organization in play*" (Piaget, 1951, p. 149). In work, everything is part of a system, and everything has to happen accordingly. In play, there are no such constraints, and anything can happen within it, something unique each time you play (Piaget, 1951).

5) The fifth criterion concerns the play's lack of conflicts. Conflicts may be understood as the various challenges one has to face in work during a day, like serving customers, doing the paperwork, sitting a meeting and such. Children are not capable of influencing the word around them by assertive behaviour. They have to be obedient, and follow and do as they are told. To free themselves from this built-up stress, they play, where they can give solutions to these conflicts, or transposing them so that they feel like they can have their own way (Piaget, 1951).

6) For the last criterion, Piaget (1951) highlights "*overmotivation*" (p. 150). In our daily routines, there is seemingly no fun. Waking up, preparing for work, and then coming home after a long day is not interesting in the slightest. The same is true for children regarding chores – hanging the clothes to dry is boring; being told to eat something because it is healthy is boring. So how can this problem be circumvented? By giving these a "*ludic character*" (ibid, p. 150). This means that the children could imagine that hanging the clothes is putting away their knight armour until the next battle to have them polished; or when the parents try to feed them something they do not like, pretending the spoon of food is a train and the child's mouth is a tunnel also makes the activity much more pleasurable.

The conclusion of these criteria is that play is an "*assimilation*" (Piaget, 1951, p. 150) of everyday activities into a fun method. For children, it helps them cope with the world in the only way they have full control – playing (Piaget, 1951).

But, Huizinga's (1950) work serves as proof that play is not only important for children. It can very well be implemented in adult activities, by adults. We are taught that play has to stop at some point, as it is replaced by being responsible and serious. But in reality, play never stops, or should never stop being a part of our lives. Because without play, life can become pointless, as our mind and soul will be drained without a chance to recover. Nothing can substitute the effects of play.

And when it comes to teaching students, keeping in mind these considerations helps us understand the importance of gamification. When there are certain goals to reach, milestones to complete, or perhaps just to show the classmates that you are the best in the class, you are enchanted by the effects of fun, thus motivating you for trying and trying until you prove yourself.

1.3 Definition of Gamification

Various definitions exist for the term gamification. According to Su & Cheng (2014), gamification is "*The use of game design elements and game mechanics in non-game contexts in order to engage people and solve problems*" (p. 269). Buckley, P. and Doyle, E. (2016) say that it is such a process

which aims to increase the participants' intrinsic and extrinsic motivation by the use of elements of play. Martí-Parreño et al. (2016) claim that gamification allows for an interactive teaching method, where the students can take an active role in the learning process, which contributes to the development of their skills, and facilitates constructive learning and problem-solving. Tan (2018) says that gamification is an innovative method, especially so from a pedagogical point of view, where it can serve as a useful technique or strategy, as in it digital games are used as a learning tool.

To simplest define it, gamification is the usage of game elements in a non-game context, which could be either a website, an online community, a learning-management system, but most fortunately for our case, it could even be a classroom. Gamification is not about creating "play-time" in the classroom to let the students rest a little, rather to boost already existing practises to create learning-oriented fun. It also enables students to see both their advancements and successes on an entertaining path, which can be either in a digital or non-digital form. Gamification provides audiences with proactive directives and feedback through *game mechanics* (the rules and rewards that appear in the game, e.g. points, levels, missions, leaderboards, badges, progress etc.) and *game dynamics* (the set of emotions, behaviours and desires found in the game mechanics which resonate with the users). A gripping, compelling gamification experience takes the participant's emotions with itself ("What is Gamification?," n. d.).

Although the term may have only been used more extensively in more recent times, it has been present in many other areas of life for a long time. As an example, starting from the early 1900s, Boy Scouts would be awarded real badges and ranks for learning, and this tradition is still carried out today. But with the availability of video games, many were created with educational purposes. In those games players were rewarded with points for completing different tasks, and if they collected enough, they would receive special badges. It was also made so that the players could compare their points with other's on a leaderboard, thus creating a friendly, motivational competition. Similar game elements started to appear in other games or websites as well, and this may be the reason why and how it became a popular way to use gamification (Fitz Walter, Z., n. d.).

1.4 Importance of Gamification

We already established the importance of the element of play, now let us have a look at what makes gamification an essential method in teaching. The younger generations, who are often referred to as Gen Z (born 1997-2012), and the most recent Generation Alpha (born 2010-2025),

are used to immediate feedbacks, which they are provided by social media, various streaming platforms, and to generalize, the internet overall. Their lives could not be imagined without a smartphone in hand, which is constantly buzzing, notifying them about feedbacks they got, messages they received, or whether their favourite content creator posted something new on their channel. A lot of us do not understand this behaviour, because Gen Z people and those who were born earlier never had such habits, but there is actually a reason for this (Parab, 2024).

Now many of us are aware that these things are addictive, but few know the actual reason. Our brains crave the "happiness" hormones, of which I would like to highlight two: serotonin and dopamine. Both of these hormones affect our brain similarly, and while each are essential and are needed for a healthy body and mind, when it comes to making us feel happy, the brain does not care about the cause, only the result. However, we should keep a balance of receiving both of this hormones, as the difference between their effects is quite steep. Now serotonin would be the ideal and healthiest one for our mind. It is released by lasting experiences, like caring for our loved ones, spending quality time with our friends and the likes. It might not be the stronger one, but in the long run it gives us satisfaction and a sense of completeness. Dopamine, on the other hand, is released by momentary pleasures, like eating a delicious ice cream, receiving a gift and so on. But the various apps and online platforms exploit this fact: dopamine is also released when we receive a like on one of our pictures, when we watch short videos on TikTok, or when we win a level in a game on our phones. The problem with dopamine is that while its effects do not last as long as serotonin's, it is much stronger, and provides more "happiness". After a while, the brain gets used to this experience, and like addicts of other kinds, when it is not stimulated, it will remind the body that it should be fed some more dopamine (R. Rogers, 2011).

The greatest thing about gamification is that it also makes use of this trick. It, too, releases dopamine for our brains. Why not build something useful on a bad habit? When employing gamification in the classroom, it motivates students intrinsically to push on, which not only helps in achieving learning goals, but is also an excellent way to socialize and become a team player (FutureLearn, 2021).

1.5 Structure of Gamification

Gamification mirrors the elements found in most videogames. And there is a reason why people like to play videogames. They provide a clear, and most importantly, interactive feedback, which allows for checking our own and others' results. Therefore, if we wish to implement an effective

gamified task within the classroom, we should consider employing those elements (FutureLearn, 2021).

Points

In most arcade games, when you do certain tricks, destroy enemy NPCs, or move with utmost precision, you gain points. In other games, instead of points you gain experience (XP), but the essence is the same: the more you have of it means the better or stronger you are. Gaining points has the same effect as gaining a like, because it essentially communicates that what you accomplished is valued, and correct. So, when gamifying in the classroom, awarding points for completing tasks, challenges or specific goals will result in capturing the attention of the students and motivating them to join in the class activity (FutureLearn, 2021).

Levels and Badges

Another common feature of videogames is that when you gain enough points or XP, you level up or unlock achievements. These are the materialised ways of acknowledging your efforts. In the classroom, you could award the students with badges or titles based on their performance, which will further motivate them, as with these they could boast with to others (winning in play), but also be proud of themselves and their efforts (FutureLearn, 2021).

Other than the "general tasks", setting challenges for students which require extra effort could be a great way to boost their motivation, building on their previous successes. And if they manage to complete these harder tasks, they can be awarded with special badges, like when you complete special events in online videogames (Pesce, n. d.).

Leaderboards

Another feature of online games, a leaderboard allows students to compare their points and achievements. It offers an opportunity for competition, which prompts students to try harder next time. If we decide to organize special events with their own leaderboards, and award the top students with some kind of prizes, we can only enhance their experience and opinion about gamification (Pesce, n. d.).

1.6 Examples of Gamification

When it comes to the actual forms of gamification, it is not surprising that the first things that would come to mind are videogames. Why would not they, as gamification quite literally uses the elements of videogames. With that said, I have compiled a short list of some applications that can be used for gamification. I chose these for I believe they are the most popular titles among others.

1.6.1 Duolingo

The green owl will always remind you if you missed your English lessons, and will not leave your emails alone until you complete your daily tasks. Duolingo is perhaps the most popular gamification app out of all. It boasts over 500 million users worldwide, and offers lessons for several languages beyond English. What makes it so successful is that it has practically all the elements from videogames (FutureLearn, 2021). You have a map where you choose your next level, and each level contains several lessons on different topics (clothes, family, foods etc.). It has tasks for vocabulary, writing, listening and reading comprehension. After completing enough levels, you reach a "boss fight", which is a level consisting of the hardest version of the exercises from the previous lessons. You earn points, level up, compete with other players on who has the most points, earn badges and boosters for your upcoming levels, and can keep count of a streak (how many days you have studied continuously).

Yet a drawback of the app, I would say, is that after a while, it gets repetitive, because although the lessons change (the materials / topics you are provided with to learn), the types of exercises remain the same, and this can be monotonous and boring. Regarding the leaderboards, if you fall into the trap of only wanting to best other players, your actual learning process might suffer, as you will likely just go back to previously completed lessons and repeat them over and over again to quickly cash in some points.

1.6.2 Kahoot!

Another popular example of gamification, it is the ultimate competition for proving that you can decide the fastest on the correct answers. It is most suitable for a fast-paced show of knowledge in the classroom. The teacher can create quizzes on any topic, and students can join in through their phones or computers with unique nicknames. If we wish to test their knowledge on a topic or material, we can create a quiz with several multiple-choice questions, then have them join in on that Kahoot! Each question is timed, and each student sees them simultaneously on the main screen. They only need to choose the correct answer marked by geographical shapes and colour on their own phones and computers. Points are awarded based on how fast the students choose the right answer within the given time limit, and compared to other competitores. The quickest and most agile will receive the most points.

Drawbacks of this program do not shy away though. While it offers the chance to create thrilling multiple-choice quizzes, no more than four options can be given as possible answers, and because of this, the students can very well just guess them. Additionally, as usually the students are in close proximity of their classmates, they can become tempted to just copy each other's answers. Furthermore, despite it being an online "PVP" (player versus player) platform, it can only be played if everyone is in the same classroom, as the question has to be projected onto a wall, because those who join in to play can only see the symbols for the possible answers.

1.6.3 Minecraft Education Edition

A classic sandbox game (where you build with in-game elements whatever your heart desires, your only obstacle being your creativity). It is primarily meant for teaching students how to code, but it is entirely capable to teach other areas, which is limited only by our imagination. The teacher and students can play together in the same environment, where the teacher can still explain the material the same way they could with traditional teaching methods, but now in the virtual world, with which the children are familiar. As it is an innovative approach, it can surely glue down the students attention. And the best feature: it is available for numerous platforms, both for computers and phones (FutureLearn, 2021).

The biggest drawback of it is that it is not free unlike the previous two examples. While it is not overly expensive (5.04 USD per user, per year), some could still disagree with paying for something that is not essential to learning what could be done by traditional methods (Mackie, n. d.). This view is certainly facilitated by the growing trend of the great number of mobile applications available for free.

1.6.4 Gamification and Virtual Reality

Probably all of us who saw the film remember The Matrix, which was a blockbuster in its debut years. We wondered what would it be like to live in a virtual reality, and this topic was a favourite among science-fiction fans. Who would have thought that it became a real thing, and we can enter different worlds in an effortless way? All this is possible due to the appearance of virtual reality hardware, which in recent years went through much development.

So, how exactly is gamification connected to virtual reality? Just like other digital games, it allows for the users to use game elements but in a much more immersive manner. While in the other cases, you need to sit down in front of a monitor and hold a controller or use a keyboard to play the game. It is certainly more interesting for a student than holding a pen and scribbling down whatever is written on the blackboard. But still, the world of virtual reality beats them all. You just put on a pair of VR glasses, strap onto your hands the motion sensors, and a whole new world opens up before you. If in Minecraft Education Edition the student would only be able to control their character and interact with elements through a controller, than using a VR headset they have to move, "touch" what they wish to interact with, and turn and look with their body.

All this sounds great, and it has been proven that VR gamification is much more effective than other teaching methods. Those who use this method retain 80% of the learnt information. While it might not be popular, and could even be unknown for people in Transcarpathia, but VR gamification is used for practicing medical procedures, or piloting planes (Satpathy, A., & Kenning, L., 2023).

While it might be overwhelmingly positive with its results in education, it must be mentioned that equipment to set up a working VR "station" is not cheap. The price for one unit can be well over 500$ (currently perhaps the most advanced VR headset, the PSVR2, was introduced at a price of 550$, and it is considered to be one of the cheapest options on the market) (Tomatis, 2022). Nevertheless, in the long run, it can prove cost effective, as it is much simpler to practice difficult professions in a safe VR world, where a mistake has no consequences and the action can be repeated many times, rather than having to do it in the real world where every time equipment needs to be set up, and mistakes could result in dire consequences.

Part 2

Gamification in Practice

Now that we have discussed and investigated the basics of gamification, let us see the overall mood towards gamification as a teaching method, the importance of using it, the teachers' opinion about gamification as a tool used for teaching, and examples for its employment and results in an EFL classroom.

2.1 General Attitude

As I briefly touched upon the issue of a developing world, and due to which it is necessary change the teaching methods to keep up, let's delve a bit deeper into this. It has been established by other researchers as well that it is necessary to cater the teaching process to these changes. Shyamlee & Phil (2012) asserted the importance of technology in English teaching. They noted that in the last two decades (by this time, we could say last three decades), a revolution happened in the field of technology, which not only changed the way people work and communicate, but also greatly improved the possibilities to explore and incorporate new teaching methods. And their conclusion stands its ground, especially for the last decade, where technology has went through its greatest development. An example for this is perhaps the state of the art PlayStation VR2 (appeared for commercial use on February 22, 2023) (Tomatis, 2022). The world of virtual reality works on the same basis as other gamification methods, but it is much more immersive, as the users can interact with all the items and the world around them. Kiryakova et al. (2014) also highlights that teachers are faced with new challenges, and that they should consider the issues of setting up an atmosphere in the classroom which is appealing and acceptable for the students' needs, motivation and fields of interests. And this can only be achieved if the teachers are willing to take the risk and experiment with their options. Regarding the state of technology, it has been found by Munday (2016) that even by the end of 2015, the number of smartphone owners took up 66% of the population. In the year 2024, this number stands over 86%, according to GilPress (2024). If in the year 2015 the smartphones could be used for various gamification apps, then today this number would have increased too, along with other possibilities for teaching.

Attitudes towards gamification in teaching vary. Often it is not a question if the method is preferred or not, but rather if it is applicable and helpful for students to master the material. In a research conducted by José Martí-Parreño et al. (2016), the overall conclusions were that teachers found the idea of gamification as a useful tool. The research employed snowball sampling, and

surveyed the attitudes of 98 teachers serving in higher education institutions. José Martí-Parreño et al. (2016) found that on a scale from 1-5, on average the respondents believe that gamification is a good idea (4.42), and their attitude towards it is positive (4.35) or favourable (4.28). However, 38.10% of the respondents have never used gamification as a teaching method, and of the remaining 61.90% who use it, only 11.30% do so at a regular basis. José Martí-Parreño et al. (2016) also concluded that there was a negligible difference between the surveyed teachers' attitude and use of gamification methods based on their gender and age. However, those teaching at private institutions had a more positive attitude towards gamification, but there was no difference regarding the use of the method.

2.2 Challenges in Applying the Method

So it seems that teachers' attitude is overall positive. But another issue that should be looked into are the drivers and barriers to adopting gamification Sánchez-Mena & Martí-Parreño (2017). In their study "*Drivers and barriers to adopting gamification: Teachers' perspectives*", they compiled several factors which can affect the adoption of gamification in the classroom. Among these are problems like:

1. Different attitudes of the students' towards active learning methodologies which demand a more proactive learning role on their side (Liu & Littlewood, 1997).
2. Some students can show resistance towards certain active learning methodologies, which includes group-based projects (Livingstone & Lynch, 2000).
3. Videogames motivate students that grew up in the age of video games (Glover, 2013) and students who otherwise are avid users of technology and digital interactivity (Prensky, 2001).
4. While gamification can effectively motivate students (Ferguson & Olson, 2013), repeated participation in the same games can result in the loss of said motivation and lower-level learning goals (Ma et al, 2007), and this can also affect social interactions in team-based projects negatively.

Sánchez-Mena & Martí-Parreño (2017) surveyed 16 teachers through interviews both about the main drivers and main barriers regarding the application of gamified tasks in their classes, and sampled those words which appeared in their answers most frequently.

The most frequently used words were then grouped into 4 themes which were considered the main driving factors, and another frequency test was run with similar goals and methods for determining the main barriers for teachers' use of gamification in the teaching process.

The **main driving factors** were concluded as the following:

Attention-motivation was considered important because they are critical for engaging students in learning activities. They mentioned that the innovative nature of gamified tasks is what increases the students' attention and motivation. The surveyed teachers found that the *entertainment* provided by gamified tasks can increase the participation of the students and their enjoyment of them, because games motivate students intrinsically, and draw their attention to the learning activities. *Interactivity* was too highlighted, which includes the interactions between the students and the learning material, arguing that thus such tasks are more stimulating and make the learning process more dynamic compared to traditional learning methods. And *easiness to learn* is described as a factor which makes the learning process less challenging for the students (Sánchez-Mena & Martí-Parreño, 2017).

The **main barriers** were concluded as the following:

The largest set-back was considered to be the *lack of resources*, which includes the constraints of time (length of the class), insufficient material resources, but also the limitations of the classrooms' design (fixed seats, small space). Another barrier was concluded to be the *students' apathy*. Teachers described this issue as not seeing the students' interest in the gamified task, which most often stemmed from the lack of gamified tasks in other classes, which made the students not understand what the teacher wanted from them with the new method, or made them feel that this unusual method is a waste of time. The third main barrier was the different *subjects*. The surveyed teachers felt that not all subjects are feasible to conduct in a gamified manner. They argued that either they lacked the necessary knowledge to gamify the said subjects, or the learning schedule did not allow for gamification (there is too much material to cover, and with gamification it is not possible to cover that amount), or that some materials are too abstract and complex to gamify them (like math-related elements). And the last barrier was concluded to be *classroom dynamics*. Teachers complained that due to the informal nature of gamified tasks, their colleagues in the neighbouring classrooms often complained about the noise coming from the classroom, claiming that it disturbed their classes. And one teacher said that the managers of the school had a negative attitude towards gamification because they were convinced that students should remain seated and be quite during the class (Sánchez-Mena & Martí-Parreño, 2017).

2.3 Reasons to Gamify

So, how and why should gamification be used when it comes to teaching EFL? Playing a game and learning a language has similar elements, according to Michos (2017). This is because both have goal-oriented activities which include processes such as mastering the rules and developing skills in order to reach a certain goal. Given these circumstances, combining the two is not as laborious as we may think.

As mentioned previously, the main point of using gamification is because it makes learning more interesting. Michos (2017) has created a list which contains some of the advantages gamification brings if used in teaching EFL:

1) modifies the mood within the classroom
2) increases learners' feeling of happiness
3) provides breaks from learner's fatigue
4) increases motivation and improve attention
5) increases student's engagement in the classroom activities
6) stimulates a goal-oriented activity
7) makes learning fun

Regarding some of the disadvantages of gamification, I would like to complement the before mentioned barriers with some of my own observations made and experiences during my 4 week long teaching practice:

1) Time consuming – even when the teacher has been in the field for many years, it can still sometimes take a lot of time to prepare for each lesson. I was only a practitioner, so it was especially true in my case. But having had to prepare with gamified tasks for some of them took even more of my time. I had to invent a number of games, rules for them, point system, as well as edit the worksheets, flashcards, or anything else that was needed for them. Besides this, it was needed to incorporate this into the lesson plan, so as not to take away too much time from the lesson, but also leave enough to accomplish the gamified task.

2) Needs to be available for everyone – when planning out a gamified task, just as it is the case with a traditional lesson, it is necessary to consider whether the task would be on the students' level. It cannot be too hard, nor should it be too easy. It should be easy for the students to understand what needs to be done, and how it has to be done. But it should still provide a challenge, otherwise their problem-solving and language skills will not develop.

3) It matters when and what kind is used – at first, I prepared with my gamified tasks believing that no matter how tired or under motivated the students would be, hearing that now a gamified task will come would make them all energetic and ready to heartily participate. This was not the case, and it happened a few times that I prepared with a task too demanding when the students were really down because of some other thing, and it was necessary to nag them to be able to proceed according to my plans.

4) Failure can discourage – it is not the best idea to let students choose who they want to team up with, because this can result in the birth of cliques, and some might be left out. While this definitely something I wished to avoid, I also decided to randomly group them because it was evident that those students who knew English at a higher level tended to group together, thus creating teams of higher proficiency, and leaving others at a disadvantage. If this happens, those who have a weaker proficiency might become discouraged to participate in the future.

To effectively gamify activities or the classroom itself and fully benefit from them, the gamified exercises should be created with the teaching objectives in mind. This means that the games wished to be used to teach should always serve a purpose (what the teacher wants his/her students to learn in the outcome). Also, creating an awarding/tracking system is advisable, as it adds a whole other level of motivation. Rewarding good performance is one of the main factors in gamification that motivates the students. And in case the teacher has a hard time being creative enough to create a gamified activity, they could always ask the students' to participate in a brainstorming. They could share a lot of good ideas as they love to spend their free time playing all kinds of games. Furthermore, this way the teacher could also personalize the tasks, which is important to match the students' individual skills, needs, areas of interests etc. (Pesce, C. n. d.; Maloney, 2019).

A great number of younglings are already using games to compete with each other. They will like to compete, to prove that they are the best, and it is even better if they learn something as well while at it.

To successfully gamify the class, the following seven steps could be followed (Pesce, n. d.):

1) Choose a goal – the goal should not be a learning goal (like to have them learn the future continuous), but rather that the students learn a behaviour or habit.

2) Divide it into milestones – whatever the main goal is, it should be divided into achievable steps, targets or milestones.

3) Design an own game board

4) Create avatars – the students will enjoy if they can have their own characters in the game.

5) Create badges (achievements)

6) Design a leaderboard – this could display not only their points, but their avatar, achievements etc. as well.

7) Consider playing in teams – if the aim is to also improve the relationship and teamwork between students, the class could be divided into smaller groups.

2.4 Results of Gamification

Having cleared up the advantages of using gamification in education, as well as with some of the disadvantages and barriers that could be in the way to employ it, let's now take a look at some results achieved by various researchers who opted to observe the effects of gamification in teaching EFL.

Perhaps the hardest part of a language to master is the grammar, and English is no exception from this rule. Some may argue that knowing and effectively communicating in a language is possible even without knowing its grammar rules. However, it is undeniable that no matter how complicated it may be, grammar is essential to know in order to use a language adequately.

Hashim et al. (2019) states that grammar is a difficult element of language, which greatly hinders the teaching and learning process in the classroom. At the same time, Hossain (2018) found that while most students have problems regarding the English grammar, they acknowledge that it is an important part of the language learning process, and that learning and practicing it in the classroom helps develop their ability to communicate effectively.

2.4.1 Duolingo for Gamification

Redjeki & Muhajir (2021) opted to use Duolingo in the classroom and survey its effects on the students' English grammar knowledge. The research was conducted in 2020 in a university in Bogor – West Java, with 15 second year students, all of whom were female, and whose grammatical skills ranged from low to high. The study was conducted from the 8 to 11 July, and was done in 2 cycles, each of which consisted of 2 days. The researchers used the theory of Coghlan & Brannick (2014), who determined that a cycle should have the following four steps: diagnosing, planning, action, and evaluation.

As the researchers decided to use a digitalised form of gamification, it was necessary that the students who partook in their survey had a smartphone in good condition, enough storage on it to download and install the Duolingo application, as well as a reliable and strong internet connection at all times to be able to communicate their experiences and results with the researchers. It was due to these requirements that only the above mentioned 15 students could take part in the study, as only they met all of them. Every day, the students had to spend 15-20 minutes at home doing exercises on Duolingo in a topic predetermined by the researchers, which in this case was Present Verbs in the 1st cycle, and Past Verbs in the 2nd cycle (Redjeki & Muhajir, 2021).

Every day, the researchers discussed the students' results and experiences with them on WhatsApp, to determine how should they proceed or if a change is needed in the program. The researchers made observations based on the students' responses, but at the same time prepared questionnaires which the learners had to fill out at the end of the study (Redjeki & Muhajir, 2021).

Redjeki & Muhajir (2021) highlighted the following conclusions:

1) Before starting the learning with Duolingo, the app requires each user to complete a quick evaluative test, in order to determine the topics that should be taught and their difficulty. The results of this test varied between 42%-72%. Because of this, 5 out of the 15 students did not get to exercise 50% of the topics (like the more difficult tasks with Present Verbs.), because the application determined it would be too difficult for them. However, those who reached a higher result in the evaluative test could practice more varied exercises (Redjeki & Muhajir, 2021).

2) Duolingo allows the users to improve their grammar, writing, translating, listening and pronunciation skills. Yet all of the 15 students believed that it was most useful for grammar, because the exercises they were given helped them practice that the most. Duolingo allows, or rather requires the users that if they commit an error in a lesson (e.g.: gave the wrong answer for 3 exercises out of the 10 in a lesson), the correct answer will be displayed to them, but then will be given the same exercises again within that lesson before they can move on. Because of this feature, 5 out of the 15 students got bored with the application, especially since they found the topic given for them easy (Redjeki & Muhajir, 2021).

3) 10 out of the 15 students decided to practice more with Duolingo than the predetermined 15 minutes, and 2 of these students tried out different topics as well (those which were not predetermined by the researchers). They said that this was because they felt Duolingo was like playing a game, and therefore it was interesting for them (Redjeki & Muhajir, 2021).

4) 8 of the 15 students mentioned how it was comfortable and a positive experience for them that Duolingo could identify typos, and while it did not accept answers with typos, it would still give

them the translation for these sentences. In their case, where they had to translate an English sentence into Indonesian, when they gave the answer with two errors (two letters were incorrect), Duolingo would underline the incorrect parts of the words for them. And even if they could not answer, the application would provide the answer for the exercise, which helped them understand and proceed with the material by themselves (Redjeki & Muhajir, 2021).

5) All of the participants mentioned that they had problems with their internet connection, which is necessary to use the Duolingo application. 5 out of the 15 students said that they had a hard time paying attention to the application due to distractions from their family members. Duolingo truly requires great effort to complete its exercises, especially so as some of them are timed (Redjeki & Muhajir, 2021).

2.4.2 Gamified Flipped EFL Classroom

Zou (2020) conducted a 1 year long experiment in a Hong Kong elementary school. The participants of this experiment where 157 primary-four students, 120 primary-five students, and 8 teachers who taught these children. The aim of the research was to find out whether if an already proven successful teaching method, flipped classroom, could be used with gamification, and if the blend of these two practices would result in a better learning performance for the children, and to also find out the attitudes and experiences of the participants about the program.

A flipped classroom changes the traditional teaching practices in a way where the students practice the material outside the classroom (at home), and during the classes the teacher only reinforces their knowledge by solving exercises connected to the topic, being more an assistant to the students rather than a curator (Hwang et al., 2015; Zou and Xie, 2018). As Hsieh et al. (2017) and Zou et al. (2018) had proven beforehand, a flipped classroom resulted in "*improved academic performance and teacher–student relationships, increased learning motivation and engagement, as well as fostered interactions and collaborations among learners*" (Zou, 2020, p. 2). The pre-class self-learning happens in the format of videos and exercises specifically catered to these, while those exercises that are worked on in the classroom are "*in the format of pair or group discussions, exercises, or projects*" (ibid, p. 2; Bergmann and Sams, 2012; Hung, 2018).

The researchers who took the role observers and three experienced teacher trainers with much knowledge about the flipped classroom teaching method helped the participants get acknowledged with the procedures based on the Lee at al. (2017) ADDIE model. All the participant teachers had professional certificates and degrees for teaching English to primary students, as well

as over 5 years of teaching experiences, although none of them had before tried the flipped classroom teaching method (Zou, 2020).

The trainers and teachers worked together to create the materials for the project, taking into account the students' language proficiency, their learning abilities, difficulties, and other relevant points. They were constantly in contact with each other, and prepared six different videos of about 3 minutes length and associated exercises for each of the two classes. They used the platform of Edpuzzle for this. It allowed for the teachers to keep track of which students and how many times watched the educational videos, which parts did they re-watch multiple times, what results they achieved on the exercises etc. When the students chose an answer for an exercise, they immediately received a feedback, and if the answer was incorrect, the platform showed them the right answer. These tasks were completed by the students at home (Zou, 2020).

In the classroom, they used Kahoot! to practice the material. All of the students had iPads for this task provided by the school. The teacher would project them out the tasks, and from their iPads the students chose the answer they thought to be the correct one. As in the case of Edpuzzle, an immediate answer was provided here to them as well. Furthermore, the timed exercises and competition on who could achieve the most points gave a touch of excitement to this gamified method (Zou, 2020).

Throughout these steps, the researchers observed the results and discussed the experiences with the teachers. The results were noted down, and then this process was repeated (Edpuzzle at home, Kahoot! in the class etc.) 5 more times. The research consisted of 6 such stages. In the end, the students were asked to answer some questions about their experiences in the form of a survey (Zou, 2020).

The research's results came back overwhelmingly positive. The two classes held similar opinions about the gamified flipped method, agreeing that this method was more interesting than what they used to be taught with before. 95% of the students "*considered the gamified flipped classroom "fun", "interesting", "exciting", and joyful*", (Zou, 2020, p. 9) and 90% of them felt that they were completely engaged during them. 70% of the students responded that they liked best the in-class activities, as they enjoyed the freedom of being able to converse with their classmates. A quarter of the students however considered the pre-class exercises to be difficult and tiring, preferring that a teacher were by their side when solving such exercises. On the other hand, over three quarters of them felt confident in their capabilities of overcoming these challenges, and about four-fifths of agreed that the gamified flipped teaching method was worth it (Zou, 2020).

The results of completion rates of the Edpuzzle tasks were also very positive (Zou, 2020). During the six stages, the primary-four students' data was 92.35%, 88.53%, 75.16%, 82.16%,

86.62% and 90.45%, and for the primary-five students it was 95.00%, 89.16%, 85.00%, 81.66%, 87.5% and 91.66%, respectively. Zou (2020) believes the drop in the middle stages to be due to the reduced freshness of the tasks for the students, as the same applications and tasks were given each time, just for different topic, and the gradual raise again thanks to the students' high engagement.

50% of the students reached 80% accuracy, 40% reached 60% or more, while only 10% of them had below 60% accuracy rates in the primary four-classes. The results were similar for the primary-five students, where about 55% of them reached 80% or above accuracy, almost 50% reached 60% or more, and less than 10% of them had 60% on average (Zou, 2020).

The teachers' perception of the gamified flipped classroom were positive, too. They "*believed that the gamified flipped classroom was effective in promoting students' motivation, confidence, and communication and self-regulated learning skills*" (Zou, 2020, p. 10). Furthermore, they reported that students who previously were shy during the lessons now also actively participated. And because the students were allowed to converse with each other during the classes, their speaking skills and confidence in it grew significantly. Two teachers felt that they had some weight taken off their shoulders due to the students learning the material at home, because now they could focus more on practice during the lessons. However, four teachers claimed that some students did not take seriously the Edpuzzle tasks, and only watched the videos right before the start of classes, or during them. However, this number of the students was only 3% or below. Zou (2020) explains this is because it is impossible to cater to the needs of all the students. And seven teachers reported that students with high motivation benefited the most, as they had the chance to re-watch the educational videos as many times as they liked.

Part 3

Gamification in Upper Secondary EFL Classrooms

Having acquainted myself with the topic of gamification, I knew that this was a field I myself wanted to explore and research. As a student, I often felt that something was missing from the classes. As time went on, I noticed more and more that it became gradually harder to concentrate, and that even the smallest things could distract me, and I spotted the same problem with others too. When I looked up what the problem could be, it became clear that it had to do with the pace we live in the world.

Our ability to concentrate for longer durations is greatly hindered because of this. However, it was surprising to me that somehow this problem never occurred while watching films or playing videogames. Pondering on this, I figured that although our ability to concentrate is weakened, if we have to turn it towards something we like, it will hold. And the above mentioned are not exactly slow-paced either, contrary to the teaching methods used in most schools.

I decided to find out if this could be used in teaching to facilitate the students' desire to learn and enhance their performance mastering the English as a Foreign Language, and in the following subchapters, the planning, procedures, and resources will be presented in detail, along with the results of the chosen form of survey used to collect data.

3.1 Planning of the Study

My aim regarding the research was to uncover what effect(s) gamification has on the students when employed in the classroom.

During my teaching practices, I noticed that in the elementary classes the teacher plays with the children a lot, in a way they helps them learn new words, phrases and other kinds of materials (effectively gamifying). While it is mostly because of the newly accepted teaching regulations in Ukraine (НУШ – New Ukrainian School), this was always the case, even before the new law (Міністерство Освіти і Науки України, n. d.). The same cannot be said about the higher classes. As I pointed out in the previous chapters, many pieces of literature highlights the importance of the element of play both in the everyday life and within the classroom, regardless of the age of the people. Yet as a common thought, it is held that the older one gets, the less important it is to play, and the more stress is put on becoming more serious.

The attitudes of the students of the elementary and lower classes (in the lower classes there are still some gamified experiences during the lessons, though it depends whether the teacher deems it important to prepare with games) are different, but somewhat similar. Both student groups look forward to the classes, because they remember them fondly. However, the lower-secondary classrooms and upper-secondary classrooms are far from this observation. The closer they are to graduation, the less motivated students become, because they tire of the amounts of classes and the time needed to prepare for them.

I hypothesized that if I were to employ gamification in the upper-secondary classes, I could change this negative trend in their motivation into a positive one, where students would feel that the English lessons are not just another attempt to drain them of their life and exhaust them to a burnout.

During my experiment, I aimed to find answers to the following questions:

1) Could the gamified tasks motivate the students to participate in the teaching process more actively?
2) Could the gamified tasks hinder the students' motivation in that they would feel even more overwhelmed by the materials?
3) Would the students be engaged enough in the gamified tasks to look forward to them and complete them with enthusiasm?
4) Could the students' English language skills be boosted with the help of gamified tasks?

And so, to find an answer to these questions, based on my observations and held classes during my short, 2-week teaching practices, I set up my tasks for my research during my 4-week teaching practice:

1) Using the available resources, prepare with gamified tasks (which rely on technology and which do not) for some of the lessons that the students would enjoy
2) Observe the students' attitude and performance during traditional classes (without gamified tasks)
3) Observe the students' attitude and performance during gamified classes (where they have to complete a gamified task)
4) Observe the students' attitude and performance during tool-assisted gamified classes (where an online gamified tool is used, like Kahoot!)
5) Compare the results of my observations and consult with my mentor teacher in order to establish a more precise conclusion

6) At the end of the teaching practice, have the students I taught with gamified tasks fill out a questionnaire to get a record from their perspective about the experiences during these classes

7) If feasible, fill out a questionnaire with some students from another class where I have not held classes to find out about their opinion and experiences about the topic of gamification

3.2 Procedure of the Experiment

Taking into consideration the availability of the resources in the schools in Beregszász, I chose a Hungarian secondary school to be the ideal place to conduct my experiment. Out of the possible options, this school had the most up to date equipment and, in my experiences, the highest standard in regulations and overall student performance.

The school of my choice went through much renovations over the years. While before it only had a handful of projectors and PCs/Laptops, now the majority of classrooms are fitted out with these devices.

As presented in the previous subchapter, my original goals of implementing gamified tasks included two kinds:

1) The first one was meant to be technology-reliant, that is to use an online tool during the classes to complete tasks. It would certainly have been a very great option, as proved by a number of studies.

By online gamified tasks, I do not mean as was in the research conducted by Redjeki & Muhajir (2021), rather making use of applications like Kahoot!, or otherwise some other kinds which required the students to be present, but still would be assisted by online tools. I believed that it would be more effective to be able to see how the students were affected from a first person perspective, and not have to rely only on their recounting of their experiences. This way I could ensure that the students truly participated, and not just made up a story to please me.

2) The second one would have been "conventional gamified methods", that is where I would have invented and handcrafted exercises for the students.

By handcrafted, I mean inventing a gamified task that is catered to the current material, editing the necessary worksheets for them, printing out and distributing it to the participant students.

Unfortunately, the former could not be carried out. Although I chose the place of the study to be a school which was the best equipped out of the others, the circumstances lacked the necessary resources to carry out my plans. One of the upper secondary classes I taught in had a computer and a projector, but after trying it out for the first time to make sure it would work in the future, it broke down, and was / could not be fixed within the timeframe that my practice lasted. The other upper secondary class lacked a PC / laptop and a projector altogether. Due to this, I had to omit my goal of gamifying using technology, and had to resort only to compare conventional methods of education with "conventional gamified methods". Despite this inconvenience, I managed to complete every other goal, and answer the questions of my study.

This was done so by employing gamified tasks in the teaching process on every second or third lesson in each class (depending if the next material was possible to gamify effectively). The gamified tasks were all team-based, that is the students were distributed into smaller teams which had to compete with each other. The students were rewarded only twice with a material prize (once with good marks, and once with chocolate) in each class. In other cases, they were given verbal compliments.

I decided to conduct my experiment in the upper secondary classes because, as I mentioned before, these were the ones where close to no attention was brought to using gamified elements and tasks during the classes. I saw that in the lower classes, where there were some gamified tasks still, it motivated the students, and facilitated them in a way that resulted in their continuous attention and will to participate in the learning process.

The participants of the study, those who at the end were asked to fill out a questionnaire about their experiences, were students of the two upper secondary classes. The mentor teacher to whom I applied to teach at had 2 upper secondary classes. In this study, I will refer to these classes as **Class I** and **Class II**. In total, there were 22 students in Class I, however only 20 attended them, as two of the students did distance learning. Of these 20 students, about 15 attended the classes regularly, so there were always enough students to complete the gamified tasks I prepared with. Of the 20 students whom I worked with, 9 were female and 11 male. The average age of the students was 16. In Class II, there were 17 students in total. Of these 17 students, about 14 attended the classes regularly. 7 of the students in this class were female, and 10 male. The average age of the students in this class was 15.

During the teaching practice and the study, the students were not told that what we are doing during the classes are gamified tasks. I wished to uncover the method was known amongst them only through the means of the questionnaire, in an attempt to see if gamification is a known topic

for them at all. Nevertheless, I did not exclusively use gamification methods in upper secondary classes. I also employed them in a lower secondary class. There were a few reasons for this:

1) The school, even to someone who was there for only a few days, was visibly a close-knit community. The different classes interacted with each other, exchanged experiences, gossips, and other kinds of pieces of information. I wanted to include all the classes I taught at in experiencing the gamified tasks I prepared, so as not to have some feel that they do not receive the same effort from me as another class. I was cautious because I did not want to accidently hinder the motivation of a class I taught.

2) As a result of this decision, it occurred to me that this way I could maybe even compare the experiences of the different classes with each other. My experiment then would not be so narrow, and could be reinforced with different experiences.

3) Finally, having had to prepare with gamified tasks for multiple classes, I could exercise myself and improve my capabilities at accomplishing such methods. Every time I have gamified, I could note the errors I committed or points that should be improved, changed or refined. I made great use of this, because each time I knew better how much time I should give for a gamified task, how should I apply them, and how they should be built.

3.3 Circumstances of the Research

For my various tasks, I would prepare worksheets, flashcards, and other resources at home. I printed them out, enough so that each student could participate in the tasks. I would measure the time with a stopwatch. I tried not to use my phone to measure the time, because did not want to give the students the idea that if I have it in my hands, then they are too allowed to as well.

The question may arise that, although the PC did not work, why not try and use online tools through the phones? Firstly, the school did not have a reliable Wi-Fi connection, and the online gamifying tools require one. Additionally, not all of the students had a mobile internet service at their disposal, so the problem of the internet connection still remained unresolved. Furthermore, I deemed it unreliable to use phones for this purpose, because sometimes a student or two was out of battery, and sometimes they would forget their phones either at home or in the dormitory. Lastly, a phone could very well be the source of distraction.

3.4 Research tool – Questionnaire

At the end of my teaching practice, to conclude my experiment, I asked the participants to fill out a questionnaire (see Appendix 1). The questionnaire was anonymous, personal data (name, age, place of residence etc.) was not collected, only the gender of the participants was asked to be shown. The questionnaire **was structured into 3 parts**. The **first part** included 9 questions, which were of generic nature. These included questions like:

- For how long have you been learning English language?
- Why do you think English important?

The **second part** of the questionnaire included 13 questions. These were aimed to find out whether the students had any experience regarding gamification from before. The questions included were like:

- Have you heard about the term gamification from before?
- Do you use any gamified applications?
- Have you been taught at other lessons / subjects with gamified methods?

The **last part** of the questionnaire included 6 questions. These were specifically aimed to find out about the students' attitude about the gamified classes. Questions included were:

- Could you pay attention to the material during the gamified tasks?
- How did you feel yourself during the gamified tasks?

Additionally to the two upper secondary classes that I taught, another two classes were asked to fill out the first 2 parts of this same questionnaire. I was interested in the opinion on the topic of students whom I did not teach. I was hoping to record whether these students had any knowledge on this topic, to find out whether the two classes where the gamified tasks were implemented only chose their answers because of their experiences from the lessons.

3.5 Findings of the Research

In total, 43 students completed the questionnaire. In Class I and Class II there were a total of 37 students who attended the classes. Out of these 37 students, 26 filled out the questionnaire – 13 students in Class I, and 13 students in Class II. Both classes were requested multiple times over the course of 3 weeks to fill out the questionnaire if possible. The participants were not demanded to complete it. From the two other classes where I did not teach, a total of 17 students filled out

the questionnaire. Regarding the questionnaire's completion rate by Class I and Class II, the lower number of fill-outs could be due to a number of reasons. One such reason I would consider to be the lack of motivation. As mentioned previously, upper secondary students are embattled with fatigue from the number of classes and the time needed to prepare for them. This overwhelm could have affected them in so that they had no energy to complete the questionnaire, or that they were not motivated enough to do so. Another reason for the lower number of fill-outs could be perhaps due to them forgetting about it. Although the students of Class I and Class II were requested multiple times to complete it, anything may have come up which might have resulted in them not remembering to do the questionnaire. Lastly, as I have mentioned that the students of these two classes were not demanded to take part in this survey, some may have felt that they did not wish to complete the questionnaire out of personal reasons, or otherwise.

Of the 43 students who completed this survey, 24 were female and 19 male. In Class I, of the 13 students who completed the questionnaire, 7 were female and 6 male. Of the 13 students from Class II, 7 were female and 6 male. From the other two classes, out of the 17 students who completed the questionnaire 10 were female and 7 male.

3.5.1 The Students' Attitude to Learning English as a Foreign Language

In the first part of the questionnaire, the questions were crafted to gain knowledge about the students' attitude towards English as a foreign language. As this part of the survey was not class exclusive (whether they were taught with gamification or not), the answers of the respondents will be analysed together.

Figure 1. **Duration of English Language Learning**

The first question was aimed to determine the sex of the respondents. The second question asked the respondents about how long they have been studying English as a foreign language (Figure 1).

Of the 43 respondents, 37 students have been learning English as a foreign language for more than 9 years. 23 of these students have been learning it for 9 years, 4 students for 10 years, 8 students for 8 years, 1 student for 14 years, and 1 responded with "many" years. Only 6 students have learnt it for 8 or less. As the participants were all upper secondary students, the expected answer would be 10-11 years of learning English as a foreign language. Numbers lower than 10 years suggest that these students may have felt that they were not learning the English language actively enough, or that the quality of teaching it was not adequate. The respondents who have been learning it for 14 years and "many" years (many could refer to more than their time learning it in school) may suggest that these students have took private lessons before going to school, or that they received education at home. Overall, the 37 students who have been learning it for 9 years or mroe suggest that their English language proficiency level is could be higher than that of the 6 students who have been learning the language for 8 years or less.

The third, fourth and fifth questions were connected with each other. The third question was meant to uncover whether the students attend private English classes (Figure 2). The fourth question was aimed to find out for how long they have been attending these private classes (Figure 3), and the fifth question to determine how often they attend these classes during the course of a week.
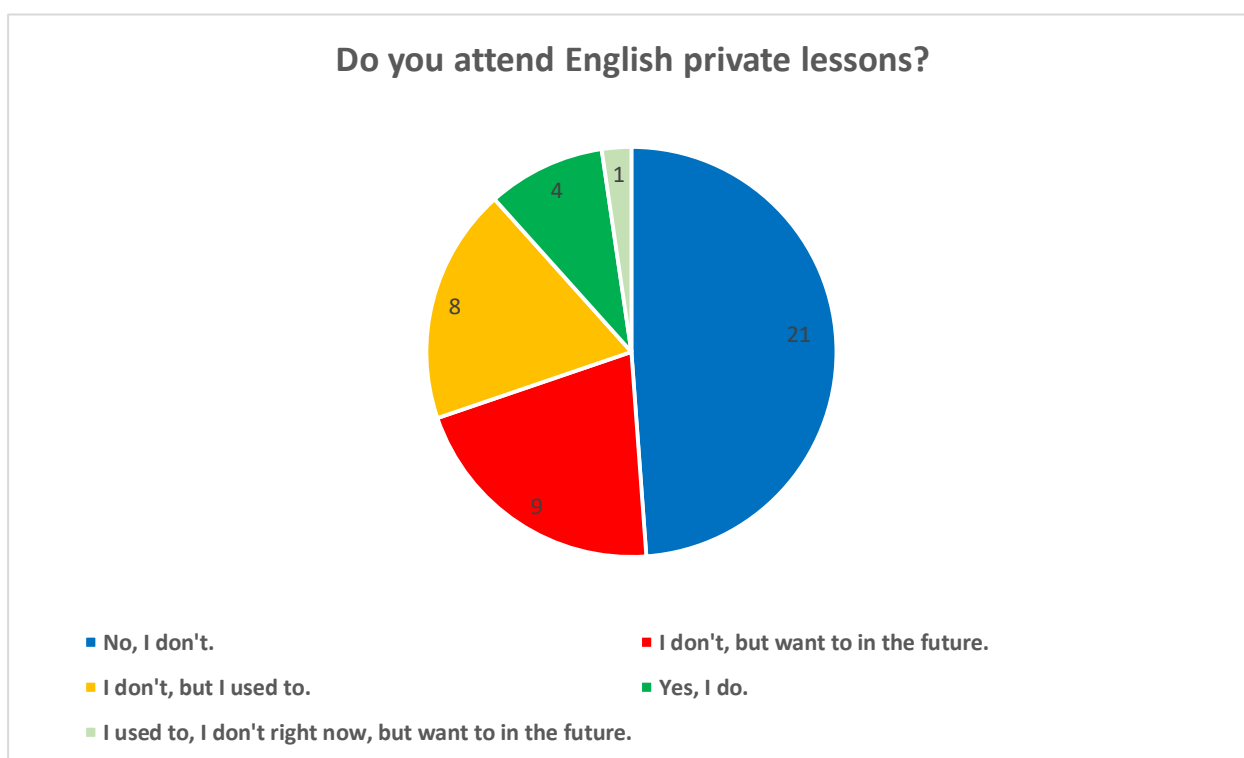

Figure 2. **Attendance of Private English Classes**

The majority of the respondents, 21 of them, were not attending private classes (Figure 2). Only 4 students were actively attending private classes at the time of completing the questionnaire. 8 students attended them sometime in the past, 9 expressed their wishes to attend private classes in the future, and 1 student used to attend private classes and expressed their wish to once again attend them in the future. The total number of students who either actively or sometime in the past attended private classes was 13.

Regarding the data of the fourth question (Figure 3), there seems to be a discrepancy with the previous question (Figure 2). I intended to find out how long those students have been attending private classes who were at the time actively doing so. The number of these students was 4, yet in the next question 6 of the respondents chose an answer with a set duration. Nevertheless, this allows for further speculations. For instance, that even some of those students who previously attended private lessons also indicated the duration of their course.
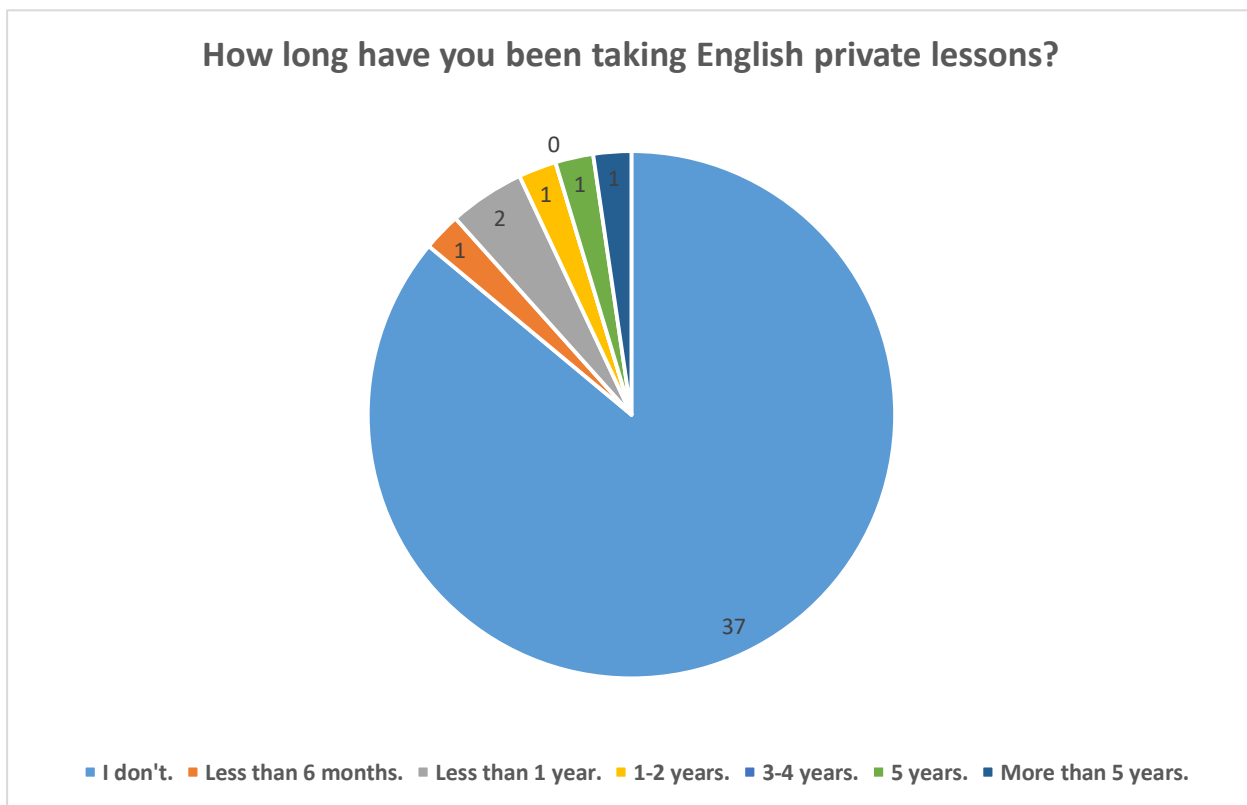

How long have you been taking English private lessons?

0, 1, 1, 1, 2, 1, 37

■ I don't. ■ Less than 6 months. ■ Less than 1 year. ■ 1-2 years. ■ 3-4 years. ■ 5 years. ■ More than 5 years.

Figure 3. **Duration of Private English Classes Taken**

The choice to attend private lessons by 4 students, or the 8 students who used to, could be to develop their English proficiency to be able to keep up with the material in school, or to achieve better results. The desire expressed by 10 students to take private lessons in the future could stem from the same reasoning. The 21 students who did not attend any private lessons either maybe did not deem it necessary, did not have the opportunity, or were faced with any other kinds of obstacles (financial or otherwise).

1 of the respondents attended private lessons for less than 6 months, and 2 students for less than 1 year. It is possible that they achieved their goals and no longer required private lessons, but I believe with a duration like these it is more probable that the classes did not help them, or came across an obstacle or more which prevented them from being able to take any more of these private lessons. 1 of the respondents have been taking private classes for 1-2 years, another student for 3-4 years, and 1 student for more than 5 years. These numbers too could suggest several things. It could be that these students were delighted with the results of the private lessons and after they reached a certain level, they no longer required these services. It could also be that they continuously required the private lessons to help them develop their English language skills in an effort cement their knowledge more efficiently. Nevertheless, the 4 students who at the time were actively taking private lessons could belong to any of these two speculations, and the students who expressed a desire to attend private classes in the future may have been facing an obstacle (for instance, not finding an adequate private teacher, or otherwise).

The fifth question also resulted in a discrepancy. As was the case with the third question, here I also intended to find out how often those 4 students have been attending their private classes who at the time were actively doing so. Yet 5 students responded – 4 signalled that they attended these classes once a week, and 1 that they did so twice a week. The reason for this discrepancy could be the same as in the previous case. Those who attended the private classes once a week is a standard choice, as often private classes are meant to explain and reinforce the material which the students are learning in the school. For this, a private class a week is ample. The one student who attended these classes twice a week could mean that they were having difficulties keeping up with the material, and needed much more time to reach the necessary level to remain competent.

The sixth question asked the students about their learning habits a week regarding the English language. This does not include the time spent learning it during the classes in school. 11 of the students responded that they learn English for less than 30 minutes a week, while 11 of the students said that they learn it for 30-60 minutes. These results could mean that these 22 students felt skilled enough in their English knowledge and did not require more time to prepare for the lessons. The 11 students who only spent 30 minutes learning English language could however mean that they neglected this subject, which could be due to burnout. 12 of the students signalled that they spent 1.5-2 hours learning English a week, while 7 said they needed more than 2 hours to learn English. The average number of exercises the students get as home assignment is 2-3 exercises after a lesson, and usually these exercises are not long. The only time when they may get more in number or in difficulty is if they are before a skill-assessment test. So, the 19 students who spend more than 1.5 hours on learning English could be due to several reasons. They may have a

hard time solving the home assignments, or they might be interested in improving their English skills in their free time. 2 students responded that their learning habit "*depends on the circumstances*" (like being before a standard class or a test).

The seventh question asked the students how important they think learning English as a foreign language is on a scale from 1 ("*absolutely not*") to 5 ("*absolutely important*"). 33 students chose option 5, while 9 students chose option 4. Only one respondent chose option 3, and no one deemed this act less important. The eight question and ninth question are connected to this. The eight question (Figure 4) asked the students why they thought learning English is important by choosing three of the given options, while the ninth (Figure 5) asked if they use any assis tools for learning English.

None of the possible options were left unchosen by the students regarding the importance of learning English (Figure 4). This evidences that the English as a foreign language has multiple uses in a wide range of activities, from playing videogames and watching films to conversing and asking for directions in foreign environments. The students deemed the knowledge of the English language to be most important in "*finding a good job*", being able to "*communicate with foreigners*", and to be able to "*find their way when travelling abroad*".
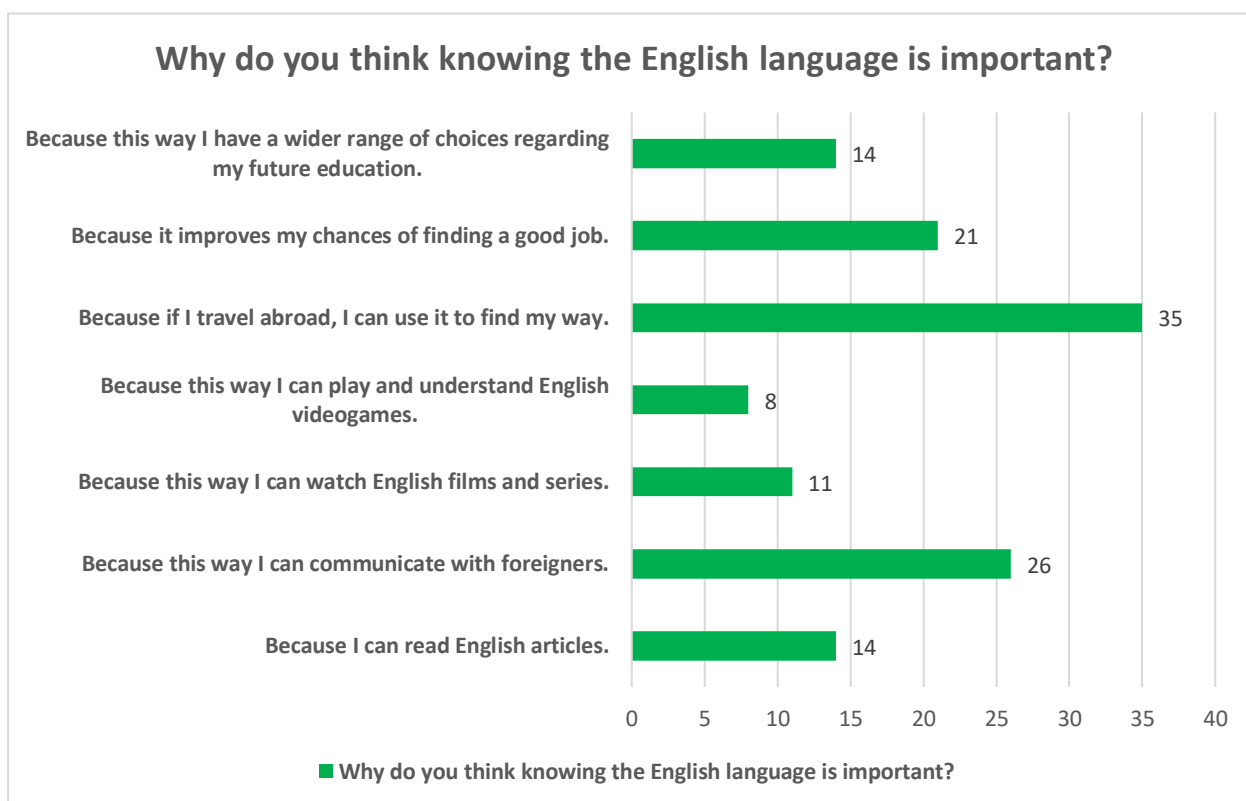

Figure 4. **Perceived Importance of Knowing the English Language**

Similarly to the previous question, all the options have been chosen regarding the use of assistive tools for learning English. In this case, the respondents were not limited to choosing only 3 options, and despite this all of the suggestions have been ticked at least 3 times (Figure 5). This

suggests the students who completed the questionnaire use varied tools for learning English. The most important tools were "*videos connected to the material*", "*online language educational applications*" and "*online translation tools*". As seen on Figure 5, out of the 43 respondents 8 students watch videos connected to the material, 14 students use online language educational applications, and 21 make use of online translation tools. These choices prove that conventional learning methods are increasingly unpopular among modern learners, and they prefer to use tools which either work quickly (like online translation tools), are eye-catching (usually short videos with special effects), or use gamified elements (like Duolingo).
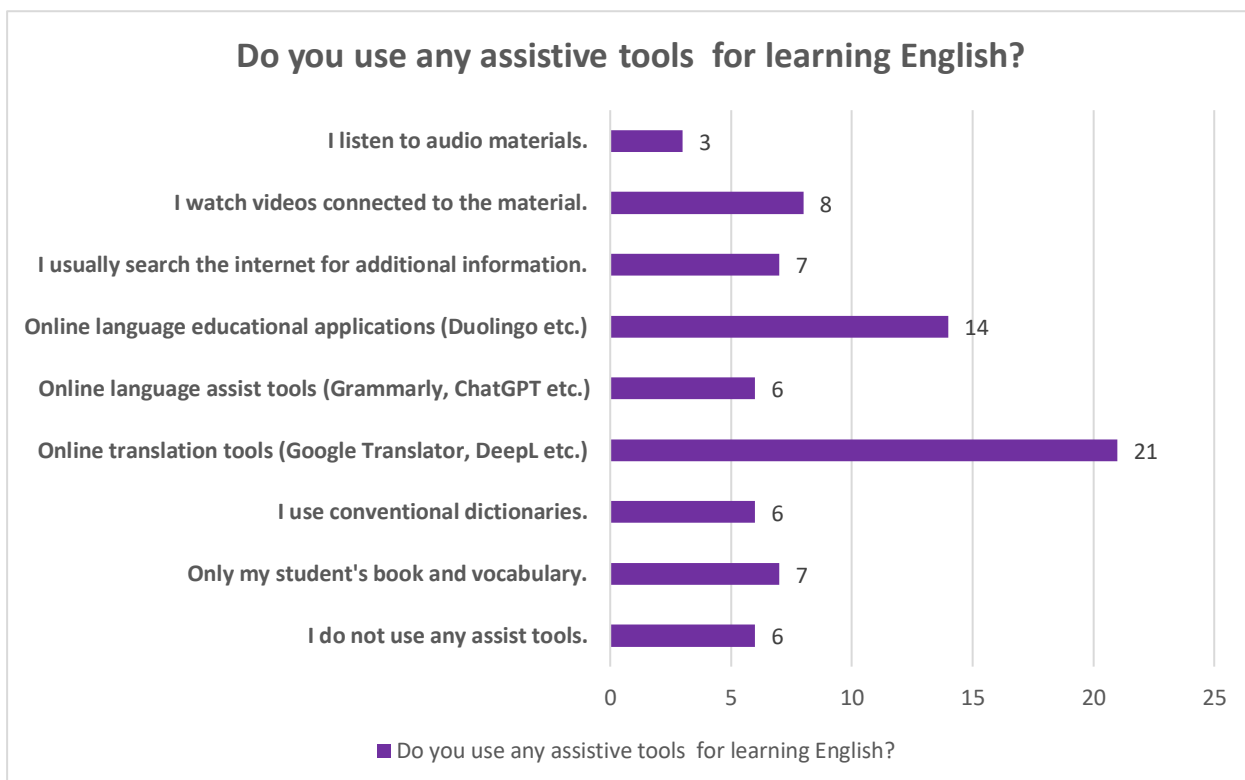

Figure 5. **Usage of Assistive Tools for Learning English**

To conclude the results of the first part of the questionnaire, I believe these results signal that the students have a vested interest in mastering the English language, and perhaps only the teaching methods should change. Because while they do not necessarily spend too much time learning it at home or on private lessons, in general they believe that it is a useful language which has many uses. And the preferred assistive tools indicate that there is a demand to change conventional teaching methods into something more interactive.

3.5.2 The Students' Knowledge about Gamification

Although students from Class I and Class II were taught by gamified tasks, I never told m that I plan to use this novel method. I only ever mentioned at the end of some lessons that "now we will play a game", then explain the rules of the task. I did this to avoid influencing their future answers in the questionnaire, as while I was interested in the effect that the gamified tasks could have on the students, I also wished to uncover whether they have an idea what this term is, and if they have come across it from before. Still, the students could have gained some insight from their experiences during our classes together, so I will analyse the results of Class I and Class II separately from the results of the two classes where I have not taught.

The first question aimed to find out whether the students have heard the term gamification before. From Class I and Class II, out of the 26 students, 17 have never heard the term before, 6 have heard it before but did not know what it means, and 3 heard it before and knew what it is. From the two other classes, out of the 17 students, 12 have never heard the term before, 2 have heard it but did not know what it means, and 3 have heard it and knew what it means as well.

In the next question, the students indicated where they have heard the term before. From Class I and Class II, 4 students have heard about it on an online platform, 2 came across it in an English language educational application, and 1 student heard the term in another class of a different subject. Again, there is a discrepancy here, as out of the 9 students from Class I and Class II who claimed to have heard the term before, only 7 indicated where they did. It could be that for 2 students, none of the options corresponded to their experiences, or that they forgot altogether where they came across the term. From the other two classes, 2 students heard the term on an online platform, 1 student in an English educational application, 1 reading an article, and 1 student heard it from a cousin of theirs.

In the third question, the students were presented with 3 definitions for gamification, out of which only one was correct. They were requested to choose the option they thought best suited the term. 18 students from Class I and Class II chose the correct term, while from the other classes 11 students did. These results are interesting, because even though only a small number of students said they have heard the term gamification before, more than half of them from each group chose the right definition. While I tried to avoid influencing the students of Class I and Class II by refraining from mentioning the name of the method I used, it seems that the experiences from the lessons not particularly affected them.

In the following questions, I asked from the students whether they have had an experience with gamified tasks before (Figure 6), if on another lesson in what form (Figure 7), and if on an online platform in what form (Figure 8).

Despite gamification being a method which is not overly popular in our schools (as indicated by the large number of respondents who have not heard the term before), the majority of students from both classes had an experience with gamified tasks in other English lessons before (Figure 6). From Class I and Class II, 13 students experienced it in other English lessons, while from the other classes 9 students. However, from Class I and Class II out of 26 only 9 students experienced it on an online platform, while in the other classes out of 17 students 9 did. The 18 students from both classes who experienced gamified tasks on lessons of other subjects signals a growing tendency of accepting gamification as a teaching method.
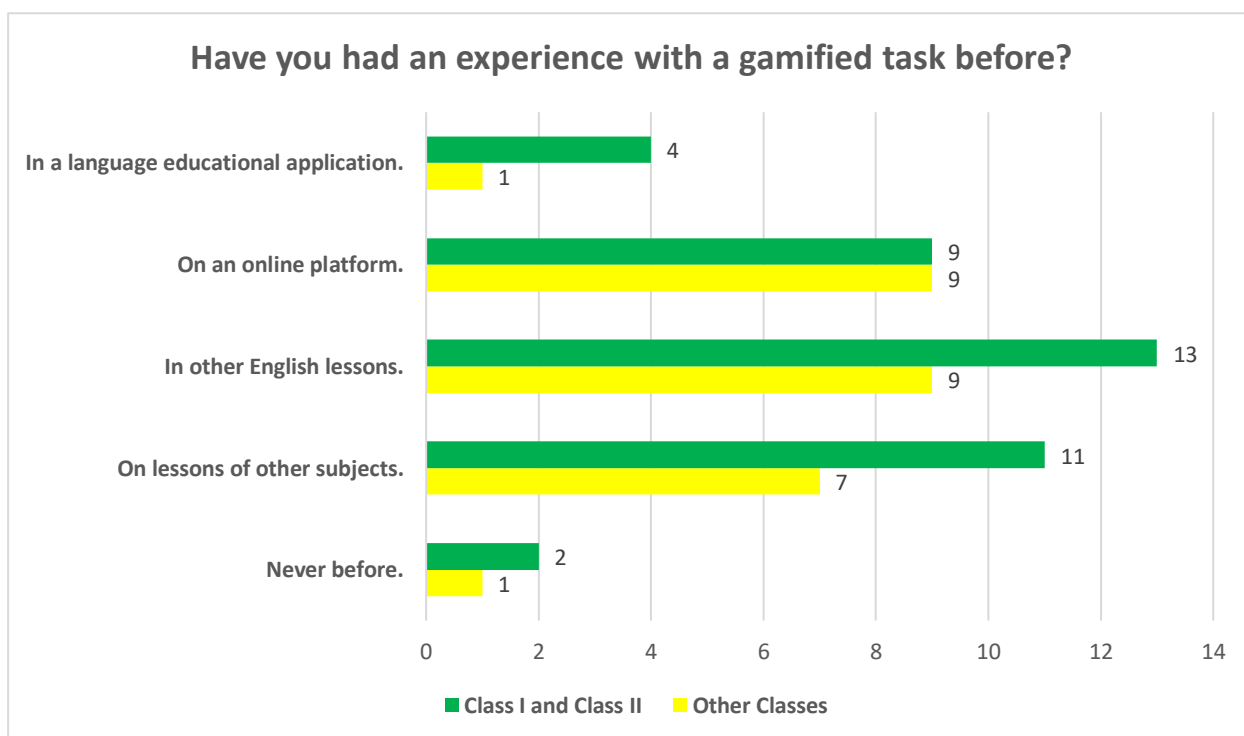

Figure 6. **Experience with Gamified Tasks**

The results show that the most popular form of gamifying in the class is "*team writing tasks*" (24 student in total), then "*team speaking tasks*" (14 students in total), and "*team mixed tasks*" (9 students in total) along with "*individual writing task*" (9 students in total) (Figure 7). As in the class it would be difficult to complete individual gamified tasks, this is not surprising. I myself have not prepared with any individual gamified tasks either during my research. I believe that there are more options when it comes to team gamified tasks of any kind, and that they boast more excitement for the students.
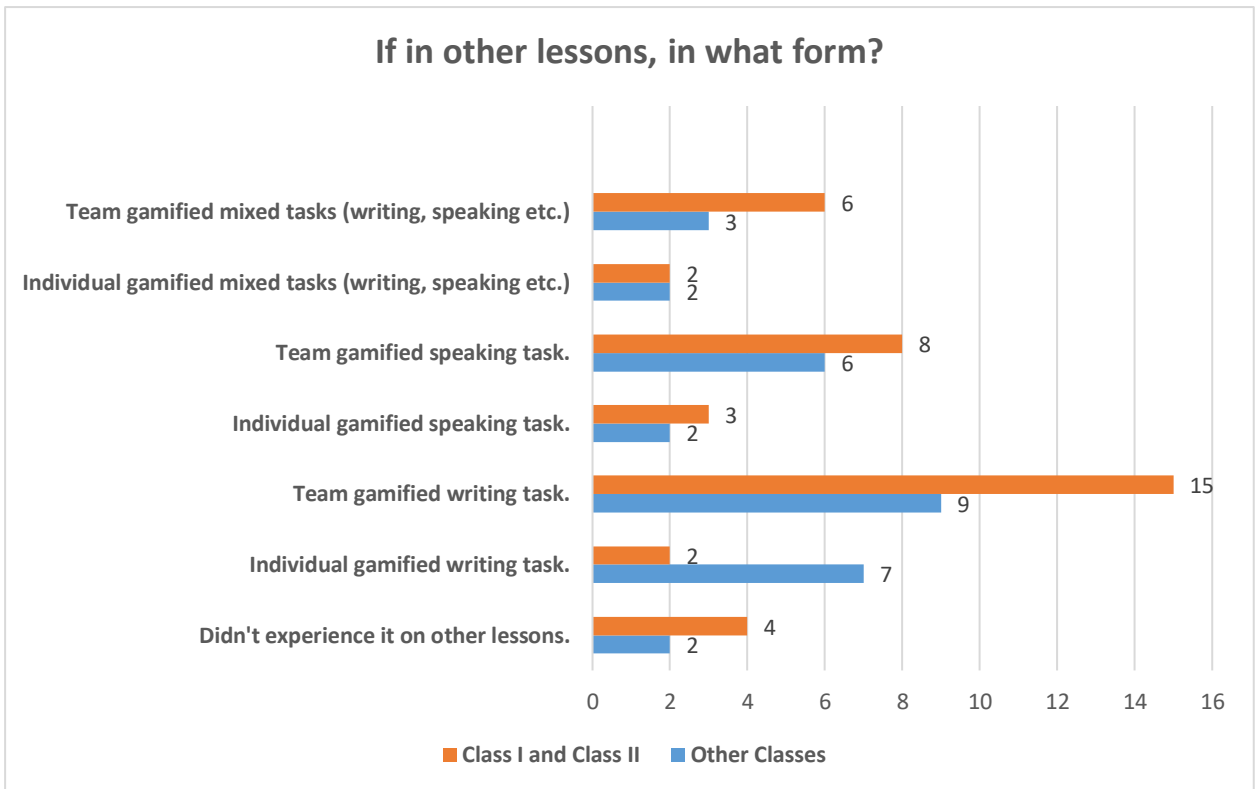
44

Figure 7. **Forms of Gamified Tasks in Other Lessons**

According to the students' experiences, most of them had to compete against many other players for the first place in online gamified applications (20 students in total) (Figure 8). This is not too surprising, because most games with online features tend to be overly competitive / PVP (player versus player / all versus all), and seemingly this attribute found its way into gamified applications as well. The next more common experiences were those where the students could
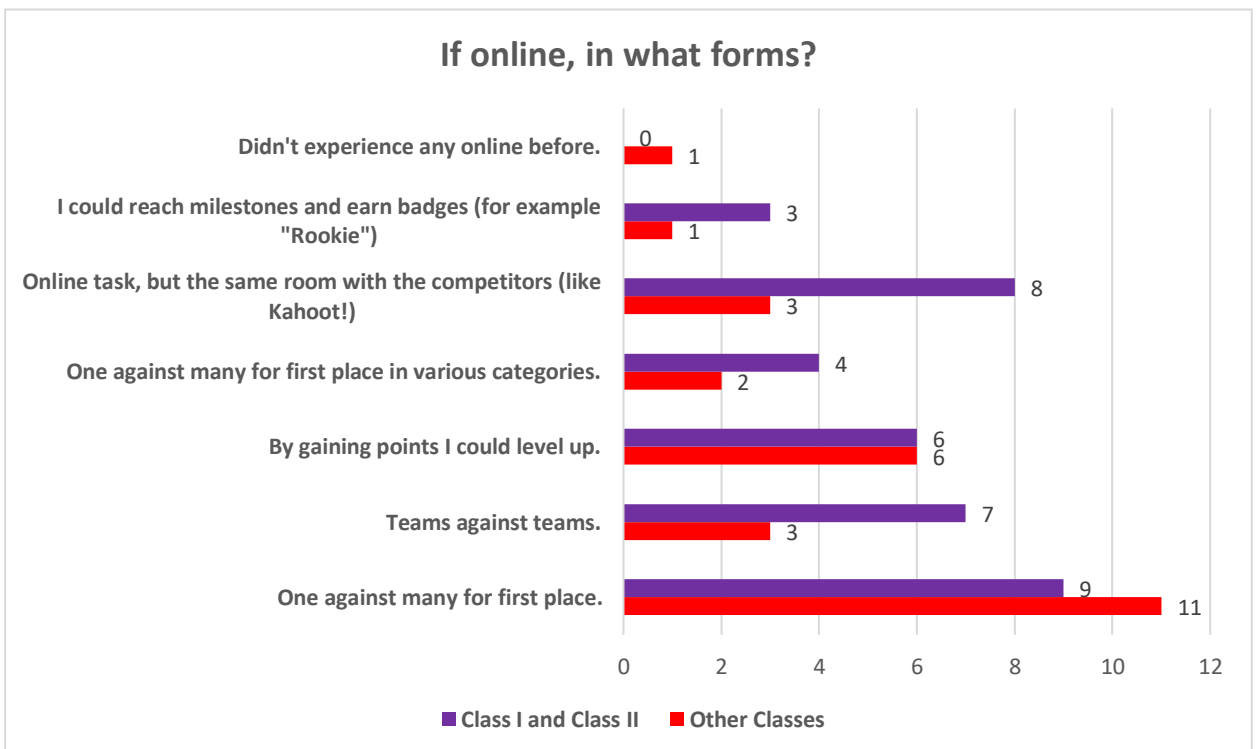

Figure 8. **Forms of Gamified Tasks Online**

level up by gaining points (12 students in total), experiences with gamified tasks of the nature like Kahoot! (11 students in total), and online tasks where teams compete against teams (10 students in total). This last option is also a common feature of any online game, be it gamified or otherwise.

The next question asked the participants to mark which form of gamified tasks they prefer on a scale from 1 (prefer conventional form) to 5 (prefer online form) (Figure 9), and connected to this in other questions to signal 3 reasons what they think is an advantage in conventional form (Figure 10) and online form (Figure 11).
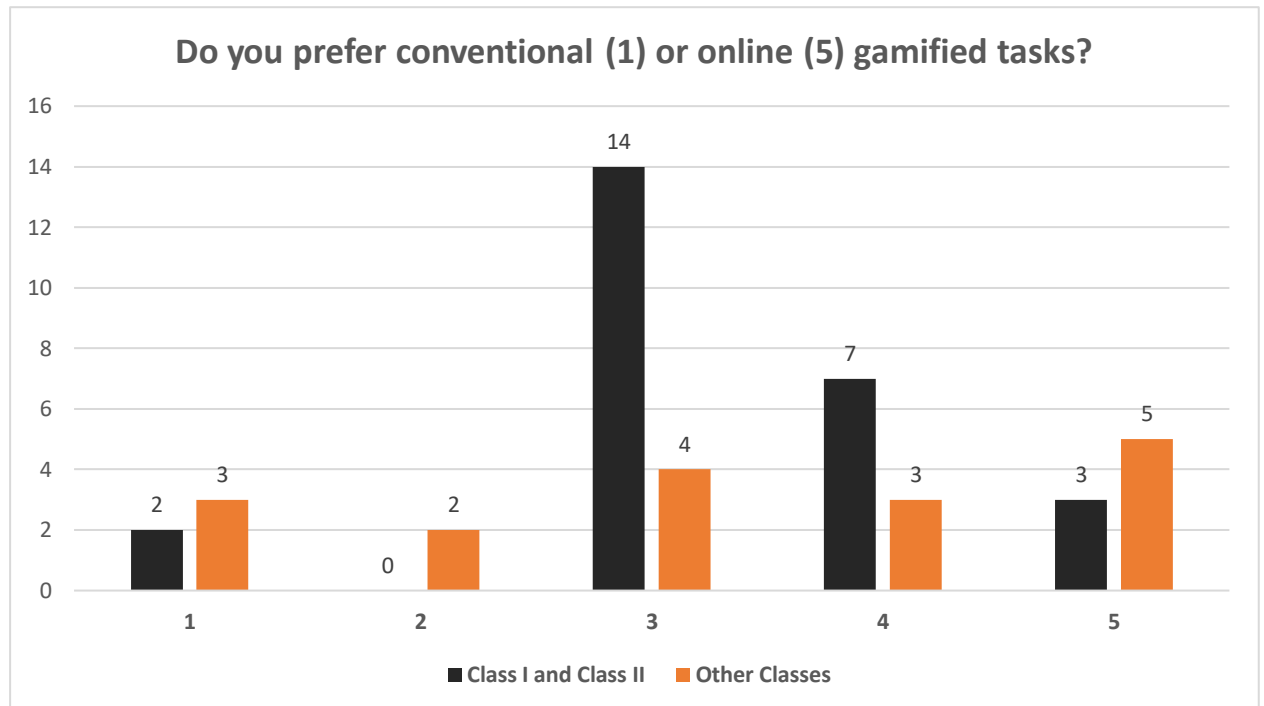

Figure 9. **Preference for Conventional vs. Online Gamified Tasks**

In total from both classes, 18 students could not decide which form of gamified tasks they prefer over the other (Figure 9). This suggests to me that they would like it if the gamified tasks were held during the classes, but not in the form they are now. The students like to be with the classmates, but would not mind if they could enjoy more features from the online gamified tasks. But if analysed separately, than both the students of Class I and Class II (10 students prefer online compared to 2 who prefer conventional) and students from the other classes (8 students prefer online compared to 5 who prefer conventional) prefer online forms of gamified tasks over conventional ones. Is reinforces the idea that they like the various features the online gamified tasks provide.
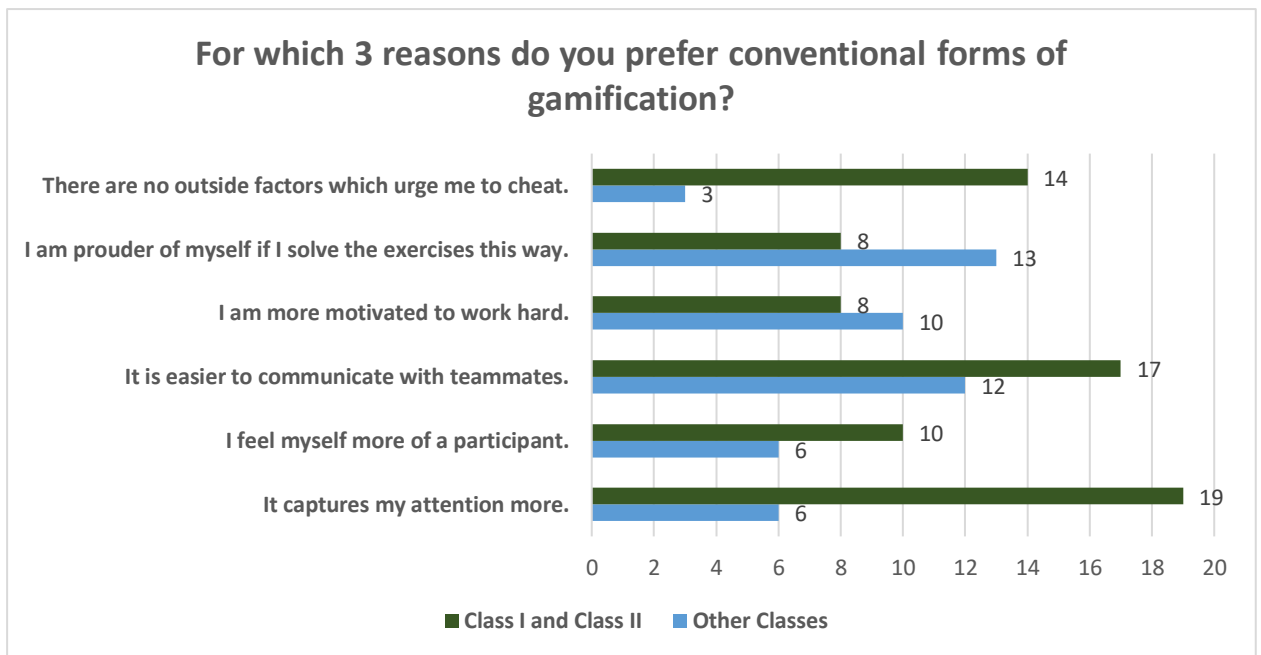
Figure 10. **Top Reasons for Preferring Conventional Forms of Gamification**

Students from both Class I and Class II and from the other classes in total found that conventional forms of gamification are the best when it comes to communicating with teammates (29 students; Figure 10). The next most preferable reason among the students was that conventional forms of gamification capture their attention more (25 students in total), and at third place was that they are prouder of themselves for solving conventional gamified tasks (21 students in total). In the case of Class I and Class II, the first three most preferred reasons were "*captures my attention more*" (19 students), "*easier to communicate with teammates*" (17 students) and "*no outside factors which urge me to cheat*" (14 students). Compared to the other classes, the three most preferred reasons were "*prouder of myself for completing the tasks*" (13 students), "*easier to communicated with teammates*" (12 students) and "*more motivated to work hard*" (10 students). Three students (1 from the other classes, 1 from Class I and 1 from Class II) only chose 2 preferred reasons.

With almost identical votes, the first most preferred reason for online forms of gamification (Figure 11) was that it takes less time to solve those (32 students in total), and the second reason was that it is more comfortable to solve them (31 students in total). The third most preferred reason is that it takes less effort to solve online gamified tasks (19 students in total). Analysing the choices of Class I and Class II separately, students of these classes rank the option "*takes less time to complete them*" (17 students) first and "*more comfortable to solve them*" second (15 students). In the other classes, it was the opposite. 1 student from Class I and 1 student from the other classes only chose two preferred reasons.
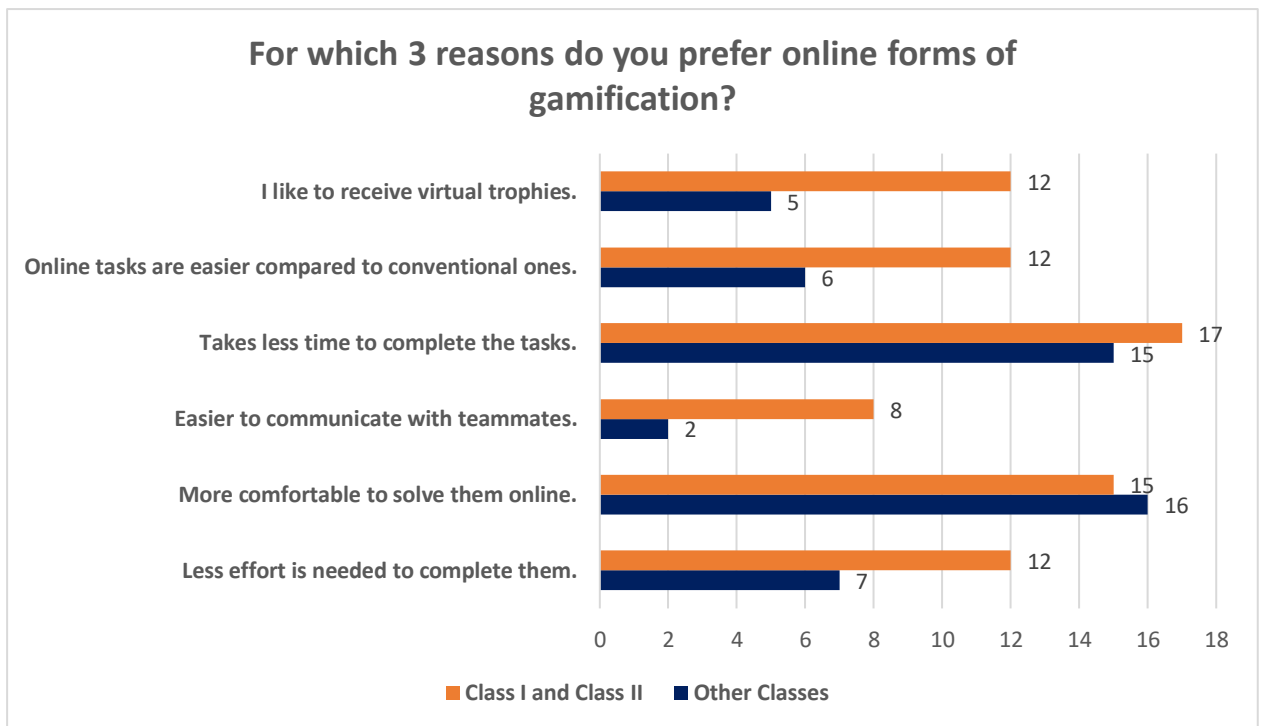
Figure 11. **Top Reasons for Preferring Online Forms of Gamification**

To combine the results of these 3 questions, I draw the conclusion that the students from both groups prefer conventional gamified tasks, especially so as the majority thinks it is easier to communicate with the teammates and that those capture their attention more. This is further evidenced as the answers in Figure 11 are quite evenly distributed, which suggests that the only thing the students are missing are more elements from games regarding the conventional forms of gamification.

In the next two questions, several gamified applications were listed for the respondents, from which they were asked to choose those they knew, then they had to indicate whether they used any of those applications. As the answers for these question are rather generic in nature, I will analyse the results of Class I and Class II and the other classes simultaneously.

The list included the following gamified applications:

Duolingo   Quizlet

Kahoot!   EWA

Minecraft: Education Edition   Wordwall

Quizizz   Wordup!

An option was provided to list any other they knew in the form of an "other" field. One answer was submitted which included Xeropan.

Of these gamified applications, the most popular among the respondents was **Duolingo** (23 students in total), **Kahoot!** (9 students in total) and **Minecraft: Education Edition** (3 students in total). My prediction from Chapter 1.6 hence was proven true, as indeed these were the 3 most popular applications among the students. 1 student used both Kahoot! and Minecraft: Education Edition. All the other applications were used by 1 student each. Only 1 student did not use any.

The last two questions of the second part asked the students about what they considered to be advantages of gamified tasks (Figure 12) and what to be downsides (Figure 13). As these two questions could once again be influenced by the experiences of students from Class I and Class II, once more the results will be analysed separately from the other classes.

Students from both Class I and Class II and other classes thought that gamified tasks make learning more fun (33 in total) and effective (23 students in total) (Figure 12). This holds true even if looking at the results of the two groups separately: 18 students from Class I and Class II believe learning becomes more fun, while 14 think it becomes more effective, while 15 students from the other classes think learning becomes more fun and 9 believe it becomes more effective.
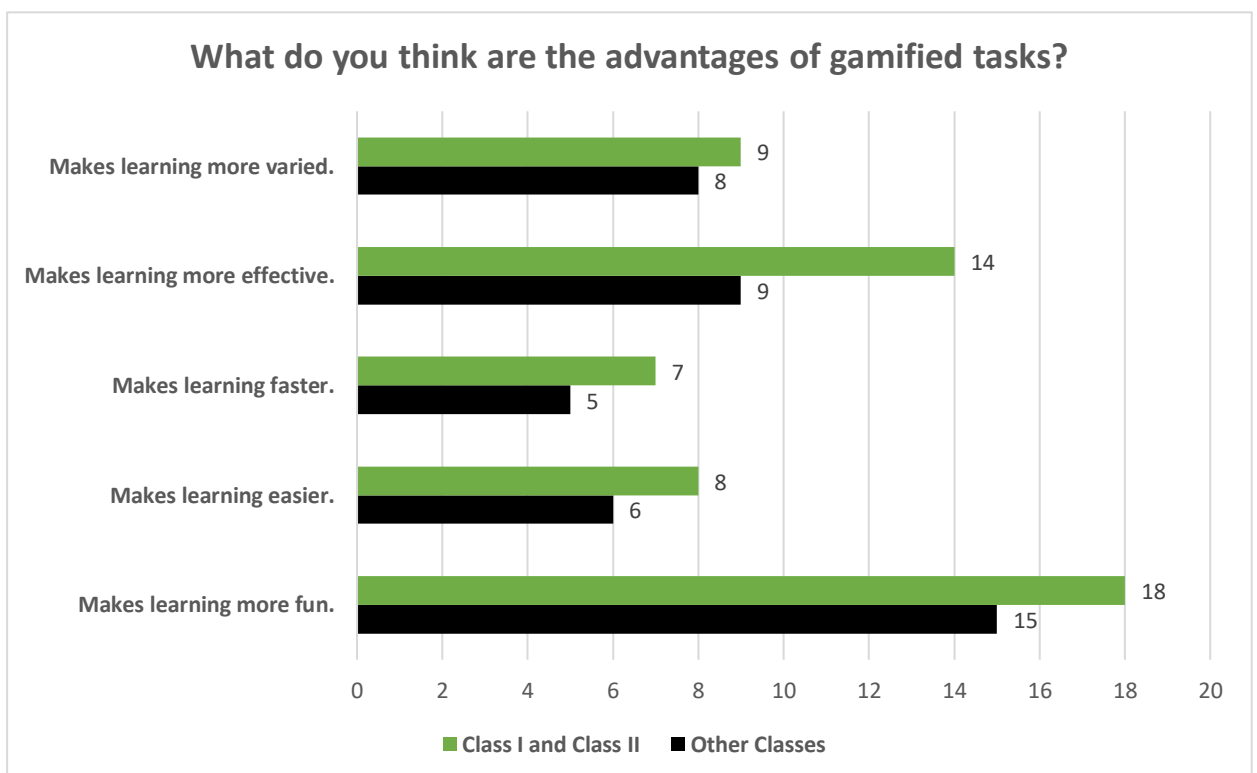
Figure 12. **Perceived Advantages of Gamified Tasks**

The results regarding the downsides of gamified tasks are striking (Figure 13). 19 students in total from both groups believed that when solving gamified tasks, they only concentrate on the results they could reach, and 11 students in total from both Class I and Class II and the other classes said gamified tasks prolong the learning time. Not shown on Figure 13, but 5 students (3 from the

other classes and 2 from Class I and Class II) also said that they see no disadvantages to gamified tasks, and 2 students from the other classes that another disadvantage is they spend much time on their phone. Regarding the answers provided in the questionnaire, although the students might have felt they only concentrated on getting the greatest result during gamified tasks, they were nevertheless using their knowledge for this, and thus practicing their English language skills. They could be true that gamified tasks prolonged the learning time (it took more time to proceed with the material), but the aim of gamification lies more on reinforcing the learners knowledge and making the learning process easier and more effective.
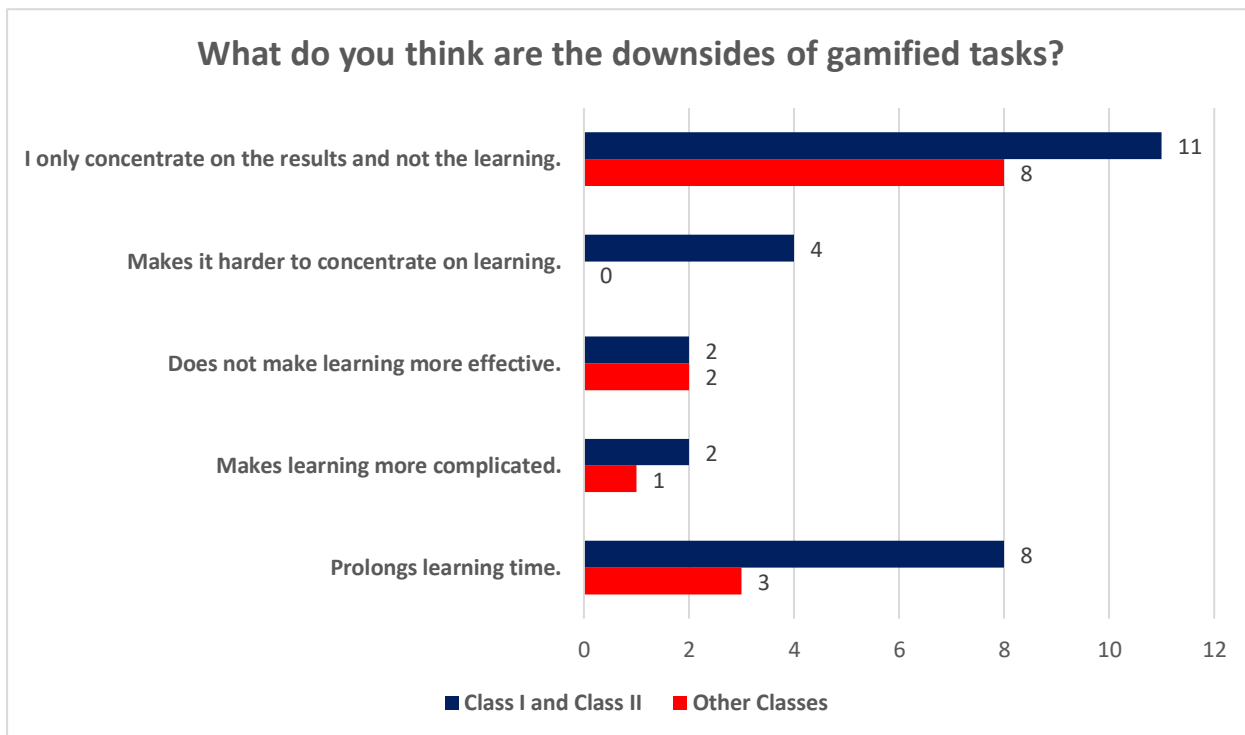
Figure 13. **Perceived Downsides of Gamified Tasks**

To conclude the results of the second part, I gather that students from both Class I and Class II and the other classes deemed the essence of gamification useful, if critiquing some of the aspects of conventional gamification methods. Thus, it appears that teachers could successfully try to gamify a class, they would just need to include more elements from games in their methods. The students would be more interested in learning, more captivated by it, and their knowledge of the English language would improve without them even realizing it at first.

3.5.3 The Students' Experiences during the Gamified Tasks and Lessons

The third part of the analysis only concerned students from Class I and Class II, as these questions were specifically meant to record their experiences of the gamified tasks on the lessons we had together. Thus their results will be analysed simultaneously.

The first question asked the students to note those 3 options which best reflected how they felt themselves during the gamified lessons (Figure 14). The feedback was overwhelmingly positive. Out of 26 students, 17 felt that gamified lessons allowed for learning and relaxing at the same time, 10 students felt they helped mastering the theoretical material, again 10 students they motivated to use their knowledge, and 10 students said that they took part in these lessons with enjoyment. The reason for those who felt something did not click during these lessons could be due to them being quite fast-paced. Only having 10-15 minutes for each of these gamified tasks, during this timeframe I had to explain the rules, start the game, act as an overseer, and end the game by maybe even announcing the results.
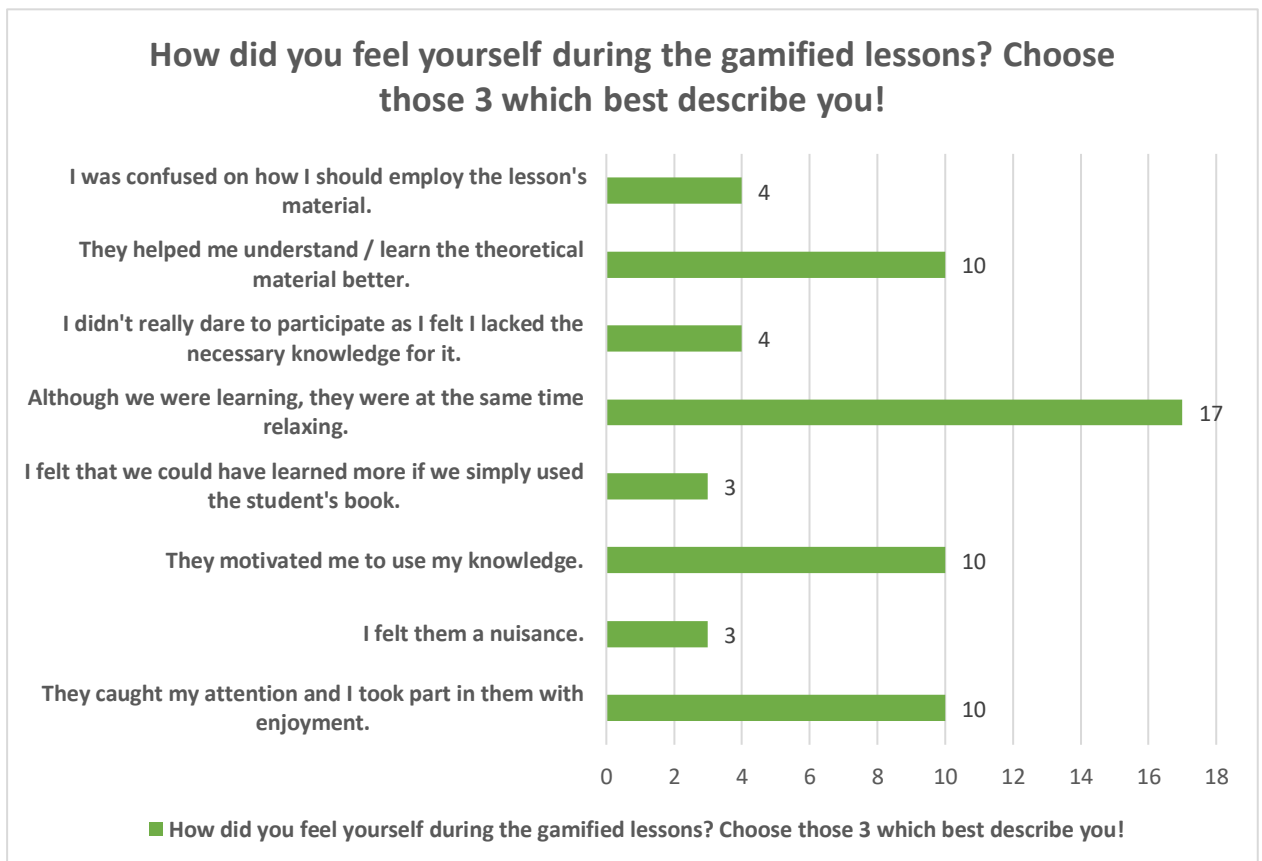

Figure 14. **Feelings Experienced During Gamified Lessons**

On a scale from 1 (not at all) to 5 (fully) the students had to mark how well they could pay attention to the material during the gamified tasks. Out of the 26 students, 4 chose option five, 11 chose option four, 8 chose option three, 2 student chose option two and only 1 student chose option

one. Although 8 students were undecided whether they could pay full attention or not, 15 students could pay good attention compared to 3 who could not. Yet again, I would attribute these answers to be due to the fast-paced nature of the gamified tasks held during the classes.
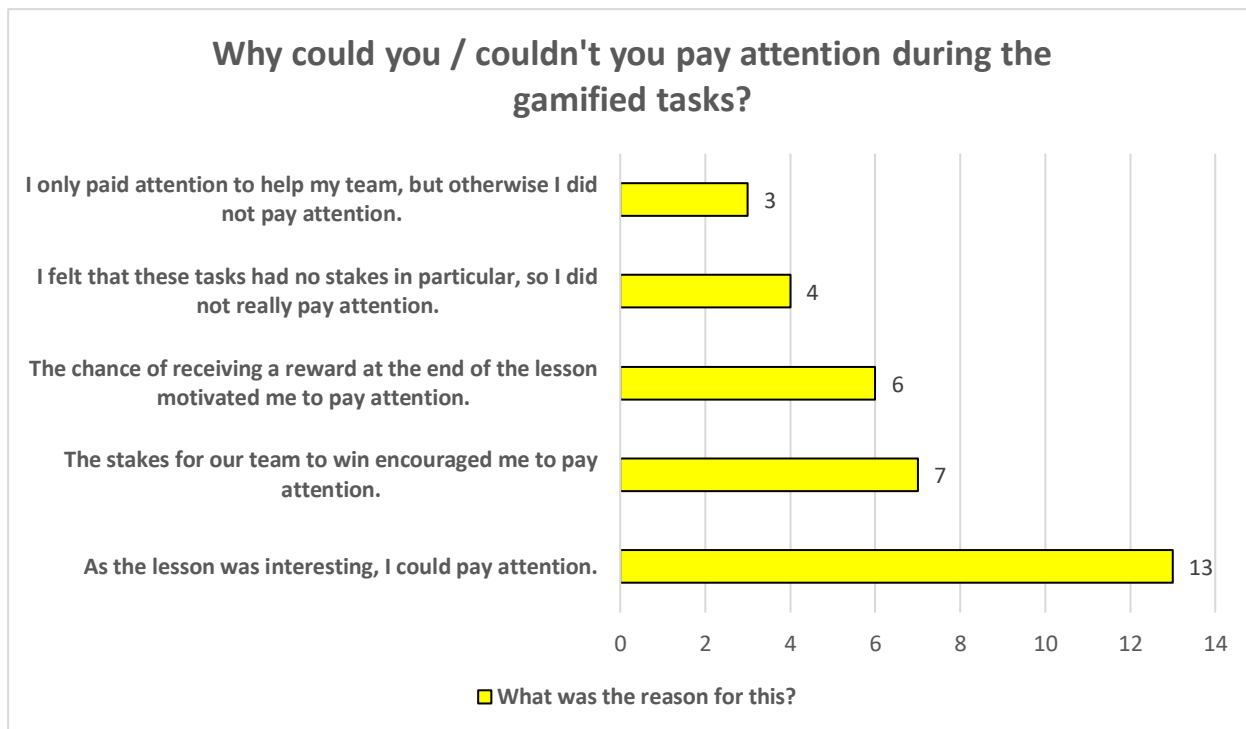

Figure 15. **Reasons for Paying or Not Paying Attention during Gamified Tasks**

The next question (Figure 15) was aimed at uncovering the reasons the students could / could not pay attention. 13 students felt they could pay attention without any condition as the gamified tasks made the lessons more interesting to them. 7 students were encouraged to pay attention because of the thrill of the game to bring their team to victory. 6 students required the possible presence of an outside factor to be able to pay attention. During my teaching practice, I only handed out prizes twice both in Class I and Class II. Yet I held roughly 10 gamified lessons in each of these classes. The 7 students who either did not pay attention because they felt there was nothing at stake, or the 3 students who only paid attention to help their team could have felt this time because they did not find the gamified tasks entertaining. As indicated by the results of the second part, they may have required more game-like elements.

Regarding the effect the gamified tasks had on the students' English knowledge, various answers were born (Figure 16). Out of the 26 students, 21 felt that the gamified tasks had a positive effect on their English knowledge, and 9 students felt that it had a negative effect on their English knowledge. 1 student did not notice any effects on their English knowledge. I believe the negative effects are due to the fact that the games were quite fast-paced. Perhaps if more time could have been allocated for them, no confusions would have been born and it would have been easier for the students to navigate the task.
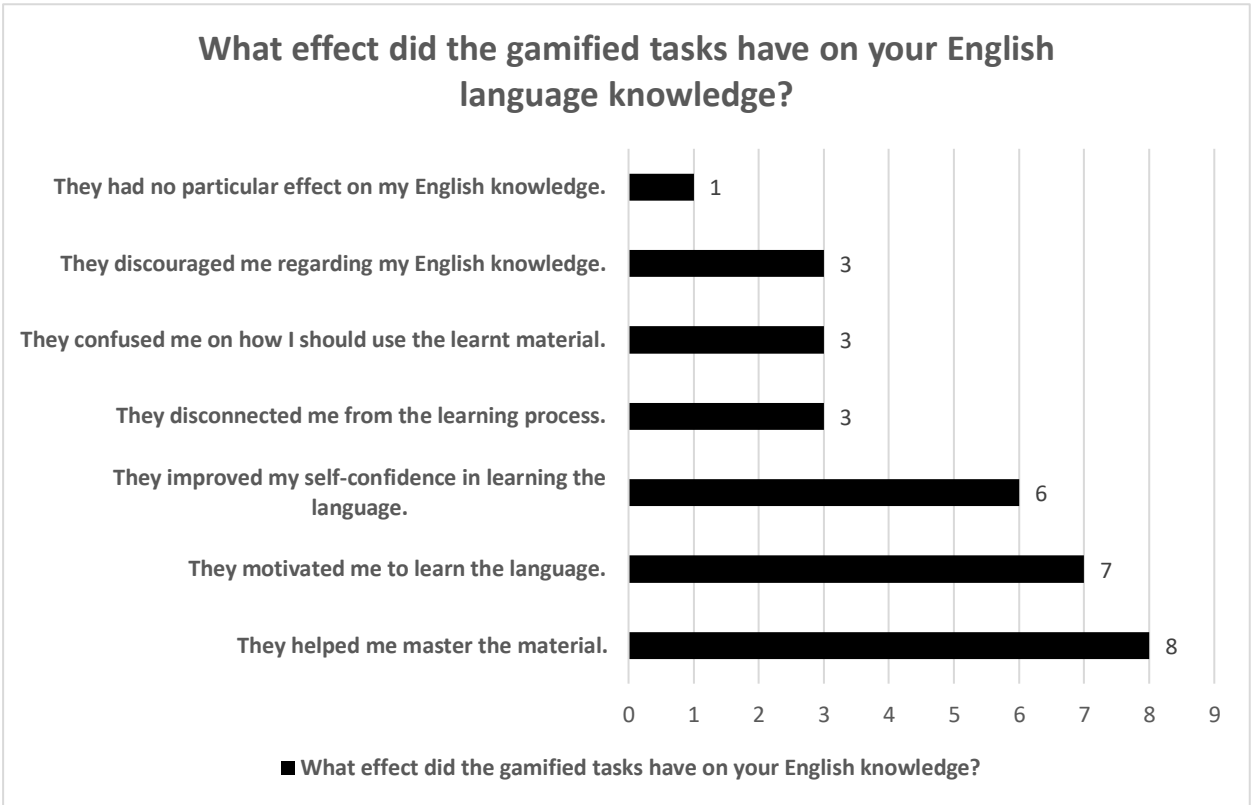
Figure 16. **Effect of Gamified Tasks on English Language Knowledge**

Figure 17. **Feelings Experienced During Team Gamified Tasks**

A question was also aimed to find out how the students felt themselves in the teams during the gamified tasks (Figure 17). The answers are varied here, and they could be due to several reasons. As many of the students (17 in total) responded negatively (results from "*I feel I could help little*" to top), I think that the issue was in the distribution of the teams, although it may have stemmed from a lack of cohesion among the classmates. Most likely the stronger students that

were in the team left little room for their weaker teammates to operate. However, together with my mentor teacher we decided to randomly assemble the teams in order to not have too good and too bad teams, and that perhaps the stronger students could help the weaker students within the team. For this to take effect, more time may have been needed.

The last question of the questionnaire asked the students about their opinion regarding the duration of the gamified tasks. 2 students felt that too few time was allocated for them, 5 students answered they could have been longer, 14 students felt the time allocated for them was enough, 4 found them a bit too long and would have rather solved conventional exercises, and 1 student found them too long.

To conclude the third part of the questionnaire, overall the students enjoyed the gamified tasks during the lessons: they were motivated by them to learn, helped them mastering the material, and also helped them pay attention to the class. On the other hand, it resulted in some disconnect for the students regarding what and how they were supposed to employ during these tasks. There also seemed to be a negative tendency regarding their experiences of playing in teams, but this issue could be due to a number of facts which might only become visible to someone who has known the students for a long time. Furthermore, most students felt that allocating 10-15 minutes from the 45 minute long classes for gamified tasks was adequate. Despite this result, I still believe that it would have been beneficial to have more time at my disposal.

3.6 Results of the Interview

At the end of my teaching practice, and thus the experiment, other than having had the participants fill out the questionnaire, I also held an interview with my mentor teacher (see Appendix II), where we discussed our observations made during the traditional and gamified classes, and compared our points to gain a more flawless and more objective result:

1) We agreed that the most noticeable result of the gamified lessons was that the students found these classes more fun and interesting. Even if at the beginning of the lesson they were not exactly motivated to participate in the exercises, when they were in the middle of a gamified task, this apathy vanished for the most and the students gladly took part in these exercises. Additionally, my mentor teacher noticed that compared to the students' performance on traditionally held classes in general, there was a visible improvement of their English language skills after these gamified classes.

2) While in other classes the students tended to be cautious to answer, fearing they would get it wrong, we both noticed that during the gamified tasks they felt a sense of relief, and due to the relaxing nature of this method, they were not afraid to express their thoughts. It also helped that the students knew if they do not answer before time runs out, their team might lose points.

3) My mentor teacher also mentioned that those students who otherwise are shy and do not actively try to solve the exercises in front of the class, during the gamified tasks even these students became braver and participated in the teamwork to ensure their victory.

4) We both agreed that while the gamified tasks cannot replace conventional teaching methods, they are a great way to help the students practice the theoretical material, as if the exercises are connected to memorable moments, they stick with the students more quickly and more lastingly.

5) While the students were motivated to play by the mere fact that something special would happen rather than the monotonous conventional classes, and that it depends on their efforts whether their team will receive the most points proving to others they are the best, the students could still tire even of the gamified tasks. Verbal compliments during and at the end of the gamified tasks help keep the students' spirits, but every once in a while they should be rewarded with some more tangible acknowledgements to let them know their efforts are valued. Thus, as mentioned in the procedures of the study, in each class I once rewarded the students with good marks (the three best teams to motivate both them and the other students to try hard), and once with chocolate (every student was rewarded with the same amount of chocolate to not make them feel as if their efforts are fruitless).

6) The gamified tasks were most successful when everything was clear to the students about them: what are the rules, what is the goal, what is the prize etc. If all this was not explained properly, it would lead to confusion among the students (as seen from the results of the questionnaire), and according to my mentor teacher, it would sometimes also result in the students feeling that the task is too difficult (as they cannot understand it), and thus feel lost. This would result in a less active participation, and less excitement and enjoyment of the task.

7) While I planned all the gamified tasks to be played by teams, it occurred that too many students were absent, and it was needed to improvise and transform the task into an individual one. Both I and my mentor teacher noticed that in these cases, it was much more difficult to get the students to participate, because they lost the comfort of not having to complete the task alone, and were more afraid and less motivated to play because of this. While in teams, however, the team members motivated each other, because everyone's help was required to complete the tasks. It also

helped that we tried to distribute the students into teams consisting of learners with mixed skill levels. This ensured that there were not any overpowered teams and overly weakened teams, making the competition a fair experience. The stronger students would also instigate the weaker ones to contribute to the team's work. These results are reinforced by the students' appreciation of being able to communicate with their classmates, as seen from the results of the questionnaire.

8) Factors that could affect the students' attention during these gamified tasks, according to my mentor teacher, were few. I feared that noises from outside of the classroom, the students' phones and other sudden things would hinder their ability to concentrate, yet my mentor teacher observed that the only factor which had an effect on the students was if they saw that either some of their teammates or other teams took the tasks lightly. If others did not put in effort into solving the tasks, a slight avalanche would unfold and make other students also not taking the task with seriousness.

9) My mentor teacher believed that enough time was provided for conducting the gamified tasks. This is also in line with the answers of the majority of the respondents. However, I always felt like I never could conduct the gamified tasks in time, and that they should have lasted longer. It was difficult to teach the material as well as practice them in the form of these tasks. I consider this to be one of the main reason for the confusion felt by some students, as I always had to explain the rules, goals and rewards in a haste.

Overall, our observations were similar about the effects of the gamified lessons, however both my mentor teacher and I could provide new perspectives which might have gone undocumented without this interview.

3.7 Consequences of the Research

After analysing all of the data collected during the research, I can conclude that gamification is truly an innovative teaching method which can be extremely successfully implemented in upper secondary EFL classrooms. The following question were set up to try and find an answer for:

1) Could the gamified tasks motivate the students to participate in the teaching process more actively?

2) Could the gamified tasks hinder the students' motivation in that they would feel even more overwhelmed by the materials?

3) Would the students be engaged enough in the gamified tasks to look forward to them and complete them with enthusiasm?

4) Could the students' English language skills be boosted with the help of gamified tasks?

The results I gathered show that gamified tasks can indeed serve as a motivational tool for students, encouraging them to participate in the teaching process more actively. As we observed with my mentor teacher, and per the responses of the students in the questionnaire, the students were happy for a new, varied teaching method, and enjoyed the game like properties of the tasks I prepared with. While the students themselves felt that they paid more attention to bringing their team to victory, their teacher observed the development of their English language proficiency regardless. Only a few students felt that the gamified tasks were unnecessary, while the majority appreciated the freshness of events, but I never expected for all the students to like the gamified tasks. To avoid the gamified tasks becoming repetitive, I aspired to always prepare with a new kind of task, which always varied whether for its completion only writing was required, other skills, or the combination of these. This paid off, because the students never bored of the tasks, if maybe just preferred some to others. And regarding the activation of students to participate in the teaching process, the observations made show that even those who were otherwise shy and tried to stay out of the teaching process enjoyed the gamified tasks and were encouraged to participate in their team's efforts. Although the students' responses concerning this problem are mixed, I believe if this experiment lasted longer and the learners could have completed team based tasks more often, they would have bonded better and becoming more of a team player.

All in all, I believe my work contributed to the growing field of studies about the effects of gamification in an EFL classroom. While most of the time gamified applications are used, or large-scale studies are conducted with professionals, I can conclude that even in humble settings with a modest number of resources and tools, handcrafted gamified tasks can still have positive effects on EFL upper secondary students, can motivate them to participate in the learning process and boost their English knowledge, thus proving that gamification should be more often employed.

Conclusion

The developing world resulted in the worsening of people's abilities of paying attention for longer durations. As everything around us sped up, our minds adapted to this by becoming able to react to multiple things in a short span of time. However, due to this, our ability to concentrate on one thing for an extended duration has worsened, almost to the point where those born after 2000 became quite literally unable to do it. Yet the educational systems seemingly do not notice, or even acknowledge this in many places. The students' performance thus is becoming worse and worse, as they feel that something is wrong with the teaching methods – they are outdated, boring and repetitive.

The common belief is that playing becomes unimportant, and even despicable for everyone except children. Yet it has been concluded that the element of play is the core of everything we know (Huizinga, 1950). Play has an indispensable role in children's development (Piaget, 1951), but it does not stop having a key role after that stage. Many great minds thought about what could be done to bring back play into education, and this is how gamification was born.

In essence, gamification relies on the elements of games (most notably videogames) blending with learning activities to make this process more interesting for the learners. Several gamified applications exist – available for everyone – which can be incorporated into the teaching / learning process. Duolingo is perhaps the most famous example, and it was tested and tried as a gamified teaching assistive tool for EFL learners, with successful results to show for (Redjeki & Muhajir, 2021). However, if technology is not readily available for use to gamify classroom activities, conventional ways are always an alternative, which can achieve the same effect by completing a few steps (Pesce, n. d.).

Determined to see if gamification could be used as a novel teaching method to motivate students and improve their English language skills, I prepared several gamified tasks which did not rely on the use of technology, and employed them in the teaching process in upper secondary EFL classrooms. Through various research tools, I collected data of the results and, after analysing these, came to several conclusions. For instance, that even without gamified lessons students of upper secondary EFL classes deem it important to learn the English language. Additionally, that even conventional forms of gamification are beneficial to upper secondary EFL learners' performance. Furthermore, I also found that although gamification as a teaching method is not widely popular in the teaching process in various classes of secondary schools, learners of upper secondary EFL classes are aware of the existence of gamified applications and teaching methods, and some are even avid users of such applications.

Reference List

1) Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. Washington, DC: International society for technology.

2) Buckley, P., & Doyle, E. (2016). Gamification and student motivation. *Interactive Learning Environments, 24(6)*, 1162–1175.

3) Coghlan, D., & Brannick, T. (2014). *Doing action research in your organisation*. London: Sage.

4) Ferguson & Olson (2013). Friends, fun, frustration and fantasy: Child motivations for video game play. *Motivation and Emotion. 37*(1), pp. 154-164.

5) Fitz Walter, Z. (n. d.). *What is gamification?* Gamify. Retrieved January 25, 2022 from https://www.gamify.com/what-is-gamification

6) FutureLearn (2021, September 30). *What is gamification in education?* FutureLearn. Retrieved October, 15 2023 from https://www.futurelearn.com/info/blog/general/gamification-in-education?fbclid=IwAR2heYR6qhoIklk6ET4-xERSwL_4oOLZg2yg1hNf2t_aODkco53pUXb21mY

7) Gilpress (2024, January 31). How many people own smartphones? (2024-2029). What's The Big Data. Retrieved March 3, 2024 from https://whatsthebigdata.com/smartphone-stats/

8) Glover, I. (2013). Play as you learn: Gamification as a technique for motivating learners. In J. Herrington et al. (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications* (pp. 1999–2008). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

9) Hashim, H., Rafiq, K. R. M., & Md. Yunus, M. (2019). Improving ESL learners' grammar with gamified-learning. *Arab World English Journal*. https://doi.org/10.24093/awej/call5.4

10) Hossain, M. A. (2018). Difficulties of learning English language at the secondary level: A case study of thakurgaon district. *Journal of Education and Training*. https://doi.org/10.5296/jet.v5i2.13500

11) Hsieh, J. S. C., Wu, W. C. V., & Marek, M. W. (2017). Using the flipped classroom to enhance EFL learning. *Computer Assisted Language Learning, 30*(1–2), pp. 1–21.

12) Huizinga, J. (1950). *Homo Ludens: A study of the play-element in culture.* Boston, MA: Beacon Press.

13) Hung, H. T. (2018). Gamifying the flipped classroom using game-based learning materials. *ELT Journal, 72*(3), pp. 296–308.

14) Hwang, G. J., Lai, C. L., & Wang, S. Y. (2015). Seamless flipped learning: A mobile technology-enhanced flipped classroom with effective learning strategies. *Journal of computers in education, 2*(4), pp. 449–473.

15) Kiryakova, G., Angelova, N., & Yordanova, L. (2014). Gamification in education. In *Proceedings of 9th International Balkan Education and Science Conference*. Edirne, Turkey.

16) Lee, J., Lim, C., & Kim, H. (2017). Development of an instructional design model for flipped learning in higher education. *Educational Technology Research and Development, 65*(2), pp. 427–453.

17) Liu, N. F., & Littlewood, W. (1997). Why do many students appear reluctant to participate in classroom learning discourse? *System, 25*(3), pp. 371-384.

18) Livingstone, D., & Lynch, K. (2000). Group project work and student-centred active learning: Two different experiences. *Studies in Higher education, 25*(3), pp. 325-345.

19) Ma, Y., Williams, D., Prejean, L. & Richard, C. (2007). A research agenda for developing and implementing educational computer games: Colloquium. *British Journal of Educational Technology, 38*(3), pp. 513–518.

20) Mackie, N. (n. d.). *FAQ: Availability, pricing and licensing*. Minecraft Education. Retrieved Jan 10, 2024 from https://educommunity.minecraft.net/hc/en-us/articles/360047119092-FAQ-Availability-Pricing-and-Licensing

21) Maloney, S. (2019, July 2). Gamification in English language teaching: More than child's play. Hong Kong Tesol. Retrieved January 25, 2022 from https://hongkongtesol.com/blog/gamification-english-language-teaching-more-childs-play

22) Martí-Parreño, J., Seguí-Mas, D., & Seguí-Mas, E. (2016). Teachers' Attitude towards and Actual Use of Gamification. *Procedia - Social and Behavioral Sciences, 228*, 682–688.

23) Michos, V. (2017). Gamification in foreign language teaching: Do you Kahoot?. In *Sinteza 2017 - International Scientific Conference on Information Technology and Data Related Research* (pp. 511-516). Singidunum University.

24) Munday, P. (2016). The case for using DUOLINGO as part of the language classroom experience. *RIED. Revista Iberoamericana de Educación a Distancia, 19*(1), 83-101.

25) Parab, N. (2024, January 19). *Generation Z vs. Generation Alpha: Understanding the youth of today*. Medium. Retrieved March 3, 2024 from https://medium.com/@nilimaparab/generation-z-vs-generation-alpha-understanding-the-youth-of-today-237620213102

26) Pesce, C. (n. d.). *How can I gamify my ESL classroom?* Busy Teacher. Retrieved May 17, 2022 from https://busyteacher.org/20574-gamify-esl-classroom.html

27) Piaget, J. (1951). *Play, dreams and imitation in childhood*. Great Britain: Routledge and Kegan Paul Ltd.

28) Redjeki, I. S., & Muhajir, R. (2021). Gamification in EFL classroom to support teaching and learning in 21st century. *JEES (Journal of English Educators Society), 6*(1), 68-78.

29) Rogers, R. (2011). The Roles of Dopamine and Serotonin in Decision Making: Evidence from Pharmacological Experiments in Humans. *Neuropsychopharmacol 36*, 114–132.

30) Ruckenstein, M. (1991). Homo Ludens: A study of the play element in culture. In G. S. Fain (Ed.), *Leisure and ethics: Reflections on the philosophy of leisure* (pp. 249-254). Reston, VA: AAHPERD.

31) Sánchez-Mena, A., & Martí-Parreño, J. (2017). Drivers and barriers to adopting gamification: Teachers' perspectives. *The Electronic Journal of e-Learning, 15*(5), 434-443. https://academic-publishing.org/index.php/ejel/article/view/1850/1813

32) Satpathy, A., & Kenning, L. (2023, July 13). *How virtual reality and gamification are transforming learning and training in the industry*. Medium. Retrieved April 10, 2024 from https://medium.com/@the_exploring_minds/how-virtual-reality-and-gamification-are-transforming-learning-and-training-in-the-industry-1adb627f99c2

33) Shyamlee, S. D., & Phil, M. (2012). Use of technology in English language teaching and learning: An analysis. In *Proceedings of the 2012 International Conference on Language, Medias and Culture* (Vol. 33, pp. 150-156). Singapore: IACSIT Press.

34) Su, C. -H., & Cheng, C. -H. (2014). A mobile gamification learning system for improving the learning motivation and achievements. *Journal of Computer Assisted Learning, 31*(3), 268-286.

35) Tan, Lynette. (2018). Meaningful gamification and students' motivation: A strategy for scaffolding reading material. *Online Learning. 22*(2). 141-155.

36) Tomatis, I. (2022, November 2). *PlayStation VR2 launches in February at $549.99*. PlayStation. Retrieved April 10, 2024 from https://blog.playstation.com/2022/11/02/playstation-vr2-launches-in-february-at-549-99/

37) *What is gamification*? (n. d.). BI WORLDWIDE. Retrieved January 25, 2022 from https://www.biworldwide.com/gamification/what-is-gamification/

38) Zou, D. (2020). Gamified flipped EFL classroom for primary education: Student and teacher perceptions. *Journal of Computers in Education, 7*(1). https://doi.org/10.1007/s40692-020-00153-w

39) Zou, D., & Xie, H. (2018). Flipping an English writing class with technology-enhanced just-in-time teaching and peer instruction. *Interactive Learning Environments*. https://doi.org/10.1080/10494820.2018.14956 54.

40) Zou, D., Xie, H., & Wang, F. L. (2018). Future trends and research issues of technology-enhanced language learning: A technological perspective. *Knowledge Management & E-Learning: An International Journal, 10*(4), pp. 426–440.

41) Міністерство Освіти і Науки України. (n. d.). Нова українська школа. Міністерство Освіти і Науки України. Retrieved March 18, 2024 from https://mon.gov.ua/tag/nova-ukrainska-shkola?&type=all&tag=нова%20українська%20школа

Резюме

Розвиток світу призвів до погіршення здатності людей зосереджуватися на тривалий час. Оскільки все навколо нас прискорюється, наші розуми адаптуються, стаючи здатними реагувати на безліч речей за короткий проміжок часу. Однак через це наша здатність концентруватися на одній речі протягом тривалого часу погіршилася, до того, що ті, хто народився після 2000 року, майже не здатні це робити. Проте освітні системи, здається, не помічають це. Успішність учнів погіршується, оскільки вони відчувають, що методи навчання застарілі, нудні та повторювані.

Загальна думка полягає в тому, що гра стає неважливою для всіх, крім дітей. Однак встановлено, що елемент гри є основою всього, що ми знаємо (Huizinga, 1950). Гра має незамінну роль у розвитку дітей (Piaget, 1951), але вона не перестає бути важливою і пізніше. Багато великих умів думали про те, як повернути гру в освіту, і так народилася гейміфікація.

Гейміфікація спирається на елементи ігор (зокрема відеоігор), поєднуючись з навчальними заходами, щоб зробити цей процес цікавішим для учнів. Існує кілька гейміфікованих додатків – доступних для всіх – які можуть бути включені в процес навчання. Дуолінго, можливо, є найвідомішим прикладом і був протестований як гейміфікований допоміжний інструмент для навчання англійської мови як іноземної з успішними результатами (Redjeki & Muhajir, 2021). Однак, якщо технологія недоступна для використання в класі, завжди є альтернативні способи, які можуть досягти такого ж ефекту (Pesce, n. d.).

Вирішивши з'ясувати, чи можна використовувати гейміфікацію як новий метод навчання для мотивації учнів і покращення їхніх навичок англійської мови, я підготував кілька гейміфікованих завдань, які не покладалися на використання технологій, і застосував їх у старших класах середньої школи з англійською мовою як іноземною. Використовуючи різні дослідницькі інструменти, я зібрав дані про результати і, проаналізувавши їх, дійшов кількох висновків. Наприклад, навіть без гейміфікованих уроків учні старших класів середньої школи з англійською мовою як іноземною вважають важливим вивчати англійську мову. Крім того, навіть звичайні форми гейміфікації корисні для їхньої успішності. Я також виявив, що хоча гейміфікація не є широко популярною у різних класах середніх шкіл, учні старших класів середньої школи з англійською мовою як іноземною знають про існування гейміфікованих додатків та методів навчання, і деякі з них навіть є активними користувачами таких додатків.

Appendices

I. Questions of the Questionnaire

1) Gender:

- Male

- Female

2) For how many years have you been learning English?

3) Do you attend private English classes?

- No, I do not.

- No, but I would like to in the future.

- I am not attending now, but I used to.

- Yes, I do.

- Other...

4) For how long have you been attending private English classes?

- I do not attend private English classes.

- Less than 6 months.

- Less than 1 year.

- 1-2 years.

- 3-4 years.

- 5 years.

- More than 5 years.

5) How many times a week do you attend private English classes?

- Not at all.

- Once a week.

- Twice a week.

- Three times a week.

- More than three times a week.

- Other...

6) In general, how much time do you spend learning English per week?

- Less than 30 minutes.

- 30-60 minutes.

- 1.5-2 hours.

- More than 2 hours.

- Other...

7) Indicate on the following scale how important you consider learning English as a foreign language, where 1 - not at all important, and 5 - extremely important.

8) Why do you consider learning English important? Select the 3 most important reasons!

- I consider it important because it helps me navigate the media (I can read articles in English).

- I consider it important because it helps me communicate with people of other nationalities (e.g., on online platforms).

- I consider it important because I can watch films and series in English.

- I consider it important because I can play and understand English video games.

- I consider it important because I can use it for navigation when travelling abroad.

- I consider it important because it increases my chances of finding a good job.

- I consider it important because it gives me more options for my future studies.

- Other...

9) Do you use any assistive tools for learning English?

- I do not use any assistive tools.

- No, I only work from my textbook and dictionary.

- Yes, I use traditional dictionaries.

- Yes, I use online translation tools (Google Translate, DeepL, etc.)

- Yes, I use online language assistance tools (Grammarly, ChatGPT, etc.)

- Yes, I use English language learning programs (Duolingo, etc.)

- Yes, I search for additional information on the internet related to the study material.

- Yes, I watch videos related to the study material.

- Yes, I listen to audio materials.

- Other...

10) Have you heard of the concept of gamification before?

- No, I have not heard of it before.

- Yes, I have heard of it, but I do not remember what it means.

- Yes, I have heard of it, and I know what it means.

11) Where have you heard of it?

- I have not heard of it before.

- I have heard of it in another subject's lesson.

- I have heard of it in a previous English lesson.

- I have encountered it in an English learning program.

- I came across it while reading an article.

- I came across the term on an online platform.

- I encountered the term during a private lesson.

- Other...

12) Which option best describes the concept of gamification, in your opinion?

- Gamification is nothing more than playing games for relaxation during the lesson.

- Gamification is nothing more than conducting games where a task must be completed.

- Gamification is a novel way of learning with playful elements (earning points, competing against time, other participants, etc.)

13) Have you encountered tasks that were gamified before?

- No, never.

- Yes, in other subjects' lessons.

- Yes, in previous English lessons.

- Yes, on an online platform.

- Yes, in a language learning program.

- Other...

14) If you have encountered them during a lesson, in what form?

- I have not encountered them before.

- Individual written tasks were assigned, where we competed for points/time.

- Team written tasks were assigned, where we competed for points/time.

- Individual oral tasks were assigned, where we competed for points/time.

- Team oral tasks were assigned, where we competed for points/time.

- Individual mixed tasks were assigned, where I had to use multiple skills at once (writing, speaking, etc.)

- Team mixed tasks were assigned, where I had to use multiple skills at once (writing, speaking, etc.)

- Other...

15) If you have encountered them on an online platform, in what form?

- Tasks where I had to compete alone online against others for the first place.

- Tasks where I had to compete in a team online against other teams.

- Tasks where correct answers were rewarded with points, allowing for level progression.

- Tasks where I had to compete against other online players in multiple categories (who was the fastest, who scored the most points, etc.)

- Tasks where I competed with my friends on an online platform, but we were together in person (e.g., Kahoot!)

- Tasks were structured to achieve milestones (e.g., after 50 points, I received the title "Greenhorn Explorer").

- Other...

16) On the following scale, indicate which form of gamified tasks you find more advantageous, where 1 - traditional forms, and 5 - online forms.

17) Indicate the three reasons why you find traditional forms more advantageous!

- They hold my attention better.

- I feel more involved in the task.

- It is more effective to communicate with my teammates if the task is team-based.

- They motivate me to work harder.

- I feel prouder of myself if I can solve the tasks this way.

- There are no external factors tempting me to cheat (looking up the answer online, etc.)

- Other...

18) Indicate the three reasons why you find online forms more advantageous!

- I prefer doing them online because it requires less effort (no need to write down the answers).

- It is more comfortable because I can do it even while lying in bed.

- It is easier to communicate with my teammates online if the task is team-based.

- I can complete online gamified tasks in a shorter amount of time.

- Online tasks are usually easier than traditional ones.

- I like collecting virtual trophies (leveling up, different titles, skins).

- Other...

19) Indicate which online gamification programs you know of! If you know others, write them in the Other category!

- Duolingo   - EWA

- Kahoot!   - Wordwall

- Minecraft: Education Edition   - WordUp!

- Quizizz   - Other...

- Quizlet

20) Indicate which online gamification programs you use! If you use others, write them in the Other category!

- Duolingo   -. EWA

- Kahoot!   - Wordwall

- Minecraft: Education Edition   - WordUp!

- Quizizz   - Other...

- Quizlet

21) Indicate which you think are the advantages of gamified tasks!

- They make learning more interesting.

- They make learning easier.

- They make learning faster.

- They make learning more effective.

- They make learning more varied.

- Other...

22) Indicate which you think are the disadvantages of gamified tasks!

- They prolong the learning time.

- They make learning more complicated.

- They do not make learning more effective.

- It is harder to concentrate on learning because of them.

- I only focus on the results, not on the proper use of knowledge.

- Other...

23) How did you feel during the gamified tasks in the lesson? Select the 3 options that best describe you!

- They piqued my interest, and I enjoyed doing them.

- I felt they were a burden.

- They motivated me to use my knowledge.

- I felt we could have learned more if we had just worked from the book.

- Although we learned, they were still relaxing.

- I did not dare to do them much because I felt my knowledge was insufficient.

- They helped me better understand/learn the theoretical material.

- I felt confused about how to use the material taught.

- Other...

24) How well were you able to focus on the lesson material during the gamified tasks? Indicate on the scale, where 1 - not at all, and 5 - completely.

25) What was the reason for this?

- Because it was interesting, I could focus better on the material.

- The stakes of our team winning motivated me to pay attention.

- The possibility of receiving a reward at the end motivated me to pay attention.

- I felt there were no significant stakes, so I did not pay much attention.

- I only paid attention enough to help my team, but otherwise, I did not focus.

- Other...

26) What effect did the gamified tasks have on your English language knowledge?

- They helped me better grasp the material.

- They motivated me more to learn the language.

- They increased my confidence in my language skills.

- They distracted me from learning.

- They confused me on how to use the material taught.

- They made me uncertain about my language skills.

- Other...

27) How did you feel during the team gamified tasks?

- I like working in a team, so I felt good.

- I felt I was an important member of the team, and my help was needed.

- Although I could help with the tasks, I feel I could have done more.

- I feel I could not help much with the tasks.

- I wanted to help, but others were faster and more efficient.

- I felt my help was not needed.

- I felt sidelined and could not contribute.

- I do not like working in a team, so I tried to stay out of it.

- Other...

28) What is your opinion on the duration of the gamified tasks?

- There was too little time for them.

- There was slightly too little time for them; they could have been longer.

- There was just enough time for them.

- I found them a bit long; I would have preferred to practice more with traditional tasks.

- I found them too long.

- Other...

II. Questions of the Interview

1) In your opinion, what impact did the gamified tasks have on students' attention in grammar lessons, especially compared to traditional tasks?

2) How do you think the introduction of gamified tasks affected students' work and participation in solving tasks during lessons, particularly compared to traditional materials?

3) What did you observe about the students during the gamified tasks compared to traditional classroom tasks?

4) In your opinion, was there a difference in how much the students enjoyed or did not enjoy the tasks depending on the specific game?

5) What do you think motivated the students during the gamified tasks?

6) How effective do you think verbal praise and grading were in rewarding students during the gamified tasks?

7) How did this affect students' diligence and motivation in completing the tasks?

8) Often, students were not informed in advance about the outcome of the gamified tasks. Did you observe any changes in students' enthusiasm and motivation in tasks before and after they were rewarded with grades?

9) To what extent do you think the gamified tasks that required teamwork were effective in developing students' cooperation skills?

10) What did you observe regarding the equal participation of students during these tasks?

11) In your opinion, was each team member's contribution identifiable in the team tasks?

12) How effective do you think the random assignment of students into teams was for group dynamics and cooperation during the gamified tasks?

13) What challenges did you experience in this process, particularly concerning the involvement of less active students?

14) In your opinion, during which gamified tasks were the students more active – team-based or individual tasks?

15) Did you observe any changes in students' attention when they had to write down solutions during the games?

16) In your opinion, what influenced the students' attention the most during the gamified tasks?

17) What factors distracted students during the games?

18) Under what conditions were they able to concentrate the best on them?

Звіт про перевірку схожості тексту Oxsico

Назва документа:

Glóger Károly.docx

Ким подано:

Еніке Надь-Коложварі

Дата перевірки:

2024-05-22 02:18:14

Дата звіту:

2024-05-22 19:06:06

Ким перевірено:

I + U + DB + P + DOI

Кількість сторінок:

71

Кількість слів:

24646

Схожість 3%	Збіг: **49 джерела**	Вилучено: **0 джерела**
Інтернет: **8 джерела**	DOI: **0 джерела**	База даних: **0 джерела**
Перефразовування 1%	Кількість: **34 джерела**	Перефразовано: **298 слова**
Цитування 12%	Цитування: **169**	Всього використано слів: 4164
Включення 0%	Кількість: **16 включення**	Всього використано слів: **177**
Питання 0%	Замінені символи: **0**	Інший сценарій: **2 слова**