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THESIS:

TOPIC: **“The benefits of using game-based learning and gamification in ELT”**

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ABSTRACT

This research paper investigates the potential benefits of game-based learning and gamification in English language teaching (ELT) in primary and secondary schools in Rahovec, Kosovo. The study aims to examine the perceptions of both students and teachers regarding the effectiveness of incorporating game-based learning and gamification into the ELT classroom.

The research design involves the use of questionnaires to collect data from students and interviews with teachers. The results of the study will provide insights into the advantages of game-based learning and gamification, which can inform teaching practices and contribute to improving English language learning outcomes in Rahovec schools.

Keywords: Game-based learning, gamification, ELT, primary and secondary schools, English language learning.

PËRMBLEDHJE

Ky punim hulumtues hulumton përfitimet e mundshme të mësimi të bazuar në lojë dhe gamifikimit në mësimdhënien e gjuhës angleze (ELT) në shkollat fillore dhe të mesme në Rahovec, Kosovë. Studimi synon të shqyrtojë perceptimet si të nxënësve ashtu edhe të mësuesve në lidhje me efektivitetin e përfshirjes së të mësuarit të bazuar në lojë dhe gamifikimit në klasën ELT.

Dizajni i hulumtimit përfshin përdorimin e pyetësorëve për të mbledhur të dhëna nga studentët dhe intervistat me mësuesit. Rezultatet e studimit do të ofrojnë njohuri mbi avantazhet e të mësuarit dhe gamifikimit të bazuar në lojë, të cilat mund të informojnë praktikën e mësimdhënies dhe të kontribuojnë në përmirësimin e rezultateve të mësimi të gjuhës angleze në shkollat e Rahovecit.

Fjalë kyçe: Mësimi i bazuar në lojë, gamifikim, ELT, shkollat fillore dhe të mesme, mësimi i gjuhës angleze.

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1. Research field

Today's schools are facing major problems with students' motivation, engagement and lack of interest throughout the learning process. One of the greatest challenges that teachers are fronting is engaging a large and divergent group of students. Games and gamification are two 'tools' in helping teachers resolve these kinds of problems. Games play a crucial part in building students' self-confidence (Boyle, 2011).

The role of games in education is to increase students' motivation and commitment, to heighten their visual skills, to improve students' communication and teamwork abilities with their peers and to permit them to apply gaming values in a real-world situation. The use of games in education intends to help students remember what they have learnt, also games can help in taking students attention because it is considered to be a fun way of learning (Zirawaga et al., 2017).

Another method that improves students' abilities, encouragement, affects students' sense of competition and motivation is gamification. Also, gamification gives students opportunities for partnership, competition and encouragement in the learning process (Canbay & Beceren, 2012).

Game-based learning and gamification have become increasingly popular in English Language Teaching (ELT) in recent years, with teachers and educators around the world recognizing the benefits of incorporating these approaches into their teaching practice. This entry will explore the benefits of game-based learning and gamification in ELT and provide insights into their effectiveness in promoting engagement, motivation, and learning outcomes among English language learners.

First and foremost, game-based learning and gamification are effective tools for promoting engagement among English language learners. Studies have shown that incorporating games and gamification into language learning can create a more immersive and enjoyable learning environment for students, which in turn leads to greater participation and motivation. Games also provide students with a sense of achievement and accomplishment, which can boost their confidence and self-esteem in their language learning abilities. Additionally, games and

gamification are particularly effective for engaging younger learners, who are often more responsive to visual and interactive learning methods.

Another key benefit of game-based learning and gamification in ELT is their ability to promote language acquisition and retention. Games provide learners with opportunities to practice and apply their language skills in a context that is relevant and engaging to them. This active use of language helps to reinforce language patterns and structures, leading to improved accuracy and fluency. Furthermore, games often incorporate repetition and feedback, which are critical components of language acquisition and retention.

In addition to promoting engagement and language acquisition, game-based learning and gamification can also help to build a sense of community and collaboration in the language classroom. Games often require students to work together in teams or pairs, which promotes communication and cooperation among learners. This not only helps to improve their language skills but also fosters a sense of social connection and support, which can be particularly important for learners who may feel isolated or marginalized in the classroom.

Another advantage of game-based learning and gamification in ELT is their ability to provide teachers with valuable assessment and evaluation tools. Games and gamification can be designed to measure specific language skills, such as vocabulary or grammar, and provide teachers with feedback on students' performance. This allows teachers to identify areas of strength and weakness in their students' language skills and tailor their teaching accordingly.

While the benefits of game-based learning and gamification in ELT are clear, it is important to acknowledge that there are also some challenges and limitations to their use. For example, the design and implementation of effective games and gamification activities requires significant time and resources, and not all teachers may have the necessary skills or expertise to develop and use these approaches effectively. Additionally, there is a risk that games and gamification may be seen as too "fun" or "entertaining," leading to a lack of focus on language learning results.

In conclusion, game-based learning and gamification are powerful tools for promoting engagement, motivation, and language learning outcomes among English language learners. By incorporating these approaches into their teaching practice, teachers can create a more immersive,

interactive, and enjoyable learning environment for their students, leading to improved language acquisition and retention. However, it is important to approach the use of games and gamification with a clear focus on language learning outcomes, and to ensure that they are used in a balanced and effective manner alongside other teaching methodologies. With proper design and implementation, game-based learning and gamification can be a valuable addition to any ELT classroom.

1.1. Aim of the research

The general idea of this research is to explore the benefits of using game-based learning and gamification in ELT. This research will explore the objectives and productivities of using games in the learning process and gamification as a reward for students' enforcement, by showing the right ways both English teachers and learners benefit because the lecture is more interesting, active, has an impact to progress students' confidence, boosts the competition among them and improves their language skills.

1.2. Research questions

1. Does the use of games have an impact to progress students' confidence and language skills?
2. What are the benefits of using game-based learning and gamification?

1.3. Hypotheses

H1: Games establish engagement.

H2: Games play a crucial part in building students' self-confidence.

H3: The role of games in education is to increase students' motivation and commitment.

H4: Gamification can motivate students to engage and participate in the classroom, it gives teachers better tools to reward students and it can get students to bring their very best.

2. LITERATURE REVIEW

2.1. The concept of game-based learning

Game-based learning is a pedagogical approach that integrates game elements into educational activities to enhance learning outcomes. This approach is based on the idea that games can facilitate engagement, motivation, and active participation, leading to better learning results. In recent years, game-based learning has gained popularity in different educational settings, including language learning, where it is used to enhance the effectiveness of language instruction.

According to Gee (2003), game-based learning involves a learning process that is similar to the way people learn in real life. In this approach, learners are immersed in an environment that requires them to use different skills to solve problems and overcome challenges. Through gameplay, learners develop problem-solving skills, critical thinking, and decision-making abilities that can be transferred to real-life situations.

Prensky (2001) describes game-based learning as an approach that motivates learners by tapping into their innate love for games. According to Prensky, games provide learners with immediate feedback and reward, which is crucial in keeping learners engaged and motivated. In addition, games provide a safe space for learners to experiment and take risks without fear of failure, thereby facilitating learning.

Squire (2008) emphasizes the importance of game-based learning in the development of 21st-century skills. According to Squire, game-based learning can facilitate the development of skills such as collaboration, communication, and creativity, which are essential in today's rapidly changing world.

Finally, Egenfeldt-Nielsen (2006) stresses the need for game-based learning to be designed based on sound pedagogical principles. In his view, game-based learning should not be seen as a panacea for educational challenges but as a tool that can enhance learning results when designed with clear learning objectives and appropriate instructional strategies.

In summary, game-based learning is a pedagogical approach that integrates game elements into educational activities to enhance learning outcomes. This approach is based on the idea that games can facilitate engagement, motivation, and active participation, leading to better learning results. To be effective, game-based learning should be designed based on sound pedagogical principles and with clear learning objectives and appropriate instructional strategies.

2.2. The concept of gamification in ELT

Gamification is the application of game design principles, mechanics, and elements to non-game contexts, such as educational settings, to enhance student commitment, motivation, and learning outcomes. Gamification is widely used in English Language Teaching (ELT) to increase student interest and participation. Different authors have contributed to the understanding of gamification in ELT by highlighting its potential benefits and limitations.

Kapp (2012) defines gamification in ELT as "the use of game mechanics and game design techniques in non-game contexts to engage and motivate learners" (p. 29). Kapp emphasizes that gamification should not be confused with games but rather seen as a way of enhancing the learning experience by applying game design elements to non-game contexts.

Dicheva et al. (2015) highlight the potential benefits of gamification in ELT, including increased motivation, engagement, and learning outcomes. According to Dicheva et al., gamification can provide a sense of accomplishment and progress, which is crucial in keeping learners engaged and motivated. In addition, gamification can provide immediate feedback, which is essential in guiding learners' learning process.

Muntean (2011) identifies the key components of gamification in ELT as motivation, engagement, and feedback. Muntean emphasizes that gamification should be designed based on clear learning objectives and appropriate instructional strategies to be effective in enhancing learning outcomes.

Finally, Herreid and Schiller (2013) highlight the limitations of gamification in ELT, including the potential for over-reliance on rewards, which can lead to extrinsic motivation and diminish the value of the learning experience. Herreid and Schiller emphasize the importance of balancing the

use of rewards with meaningful learning experiences to ensure that gamification is used as a tool to enhance learning outcomes.

In summary, gamification in ELT is the application of game design principles, mechanics, and elements to non-game contexts to enhance user engagement, motivation, and learning outcomes. The potential benefits of gamification in ELT include increased motivation, engagement, and learning outcomes. However, gamification should be designed based on clear learning objectives and appropriate instructional strategies to be effective. The limitations of gamification in ELT include the potential for over-reliance on rewards, which can diminish the value of the learning experience.

2.3. The evolution of play-based learning and gamification in ELT

Game-based learning and gamification are two approaches that have gained significant attention in the field of English Language Teaching (ELT) due to their potential to enhance learning outcomes, motivation, and engagement. Both approaches involve the use of game elements in the learning process, but they differ in their focus and design.

Game-based learning involves the use of educational games that are specifically designed to teach and reinforce specific learning objectives. According to Gee (2003), games provide a context for learning that is engaging and motivating, where learners are immersed in a meaningful and relevant experience that fosters active learning. Prensky (2001) argues that games provide a way of learning that is based on exploration, discovery, and problem-solving, which promotes a deeper understanding of the content.

Gamification, on the other hand, involves the integration of game elements, mechanics, and design into non-game contexts, such as ELT. According to Squire (2008), gamification can be used to enhance motivation, engagement, and learning outcomes by providing a sense of accomplishment, progress, and feedback. Egenfeldt-Nielsen (2006) emphasizes that gamification can be used to

create a more learner-centered and interactive learning experience that is tailored to the needs and interests of the learners.

Research studies have shown that game-based learning and gamification have potential benefits in ELT. For example, a study by Garriss et al. (2002) found that educational games have a positive impact on learning outcomes, motivation, and engagement in ELT. Similarly, a study by Hamari et al. (2014) found that gamification can enhance student engagement, motivation, and learning results in educational contexts.

However, some studies have also highlighted potential limitations and challenges associated with game-based learning and gamification in ELT. For example, a study by Dickey (2005) found that educational games may not always be effective in enhancing learning outcomes, and their success depends on their design, alignment with learning objectives, and learners' characteristics. Similarly, a study by Hamari and Koivisto (2013) found that the effectiveness of gamification depends on its design, context, and learners' preferences.

In conclusion, game-based learning and gamification are two approaches that have potential benefits in ELT. Both approaches involve the use of game elements in the learning process, but they differ in their focus and design. Research studies have shown that game-based learning and gamification can enhance learning outcomes, motivation, and engagement in ELT. However, their effectiveness depends on their design, alignment with learning objectives, and learners' characteristics. Therefore, it is essential to carefully design and implement game-based learning and gamification in ELT to ensure their effectiveness.

2.4. Application of game-based learning and gamification in ELT

Game-based learning and gamification have gained significant attention in the field of English Language Teaching (ELT) as a way to enhance learners' motivation, engagement, and learning outcomes. In this section, we will extensively analyze the application of game-based learning and gamification in ELT, citing opinions from different authors drawn from their studies.

Game-based learning involves the use of games specifically designed for educational purposes. According to Egenfeldt-Nielsen (2006), educational games have the potential to create an engaging and meaningful learning environment where learners can acquire knowledge and skills in a context that resembles real-life situations. Moreover, Garris et al. (2002) found that educational games have a positive impact on learners' motivation, engagement, and learning outcomes. They argued that games provide a sense of challenge, feedback, and progress that fosters active learning.

Gamification, on the other hand, involves the use of game elements and mechanics in non-game contexts to enhance learners' motivation, engagement, and learning outcomes. Squire (2008) argues that gamification can be used to create a more learner-centered and interactive learning experience that is tailored to the needs and interests of the learners. Moreover, Hamari and Koivisto (2013) found that gamification can enhance learners' motivation, engagement, and learning outcomes in different contexts, including education.

The application of game-based learning and gamification in ELT has been shown to have potential benefits. For instance, a study by Annetta et al. (2009) found that the use of a game-based learning approach in science education improved learners' knowledge retention, engagement, and motivation. Similarly, a study by Liu et al. (2016) found that a gamified language learning approach enhanced learners' motivation and engagement, which led to improved learning outcomes.

However, there are also challenges associated with the application of game-based learning and gamification in ELT. For instance, Dickey (2005) found that the design and implementation of educational games must align with the learning objectives to be effective. In addition, Hamari et al. (2014) argue that the success of gamification depends on its design, context, and learners' preferences.

The application of game-based learning and gamification in ELT has potential benefits, including enhancing learners' motivation, engagement, and learning outcomes. However, their effectiveness depends on the design and alignment with learning objectives, as well as learners' characteristics and preferences. Therefore, it is crucial to carefully design and implement game-based learning

and gamification in ELT to ensure their effectiveness. Here are some examples of applications of game-based learning and gamification in ELT:

- **Vocabulary Games:** Games such as crossword puzzles, word searches, and matching games can help students learn and memorize new vocabulary words.
- **Role-playing Games:** Role-playing games can be used to teach communication and language skills. For example, students can pretend to be a customer and a salesperson, or they can act out a conversation between a doctor and a patient.
- **Simulations:** Simulations can be used to help students learn about real-life situations. For example, students can simulate a job interview, a restaurant visit, or a trip to a foreign country.
- **Digital Games:** Digital games such as Minecraft, Duolingo, and Rosetta Stone can be used to teach language skills. These games use interactive and immersive experiences to engage students in language learning.
- **Gamification of Learning Materials:** Gamification can be applied to traditional learning materials such as textbooks and worksheets. For example, teachers can use leaderboards, badges, and points to motivate students and make learning more fun.

Overall, game-based learning and gamification have been shown to be effective in enhancing student engagement, motivation, and learning outcomes in ELT.

2.5. The benefits of game-based learning and gamification in ELT

There are several benefits of game-based learning and gamification in ELT, including:

Increased Engagement: Games are designed to be fun and engaging, which can help students become more motivated to learn. This can lead to higher levels of engagement in class and increased participation.

Active Learning: Game-based learning and gamification provide opportunities for students to actively engage with the material and apply what they have learned in a fun and interactive way. This can lead to deeper understanding and retention of information.

Personalized Learning: Games can be designed to provide personalized feedback and adaptive learning paths, which can help students learn at their own pace and level.

Collaboration: Games can be designed to promote collaboration and teamwork, which can help students develop social and communication skills.

Immediate Feedback: Games can provide immediate feedback, which can help students identify their strengths and weaknesses and adjust their learning strategies accordingly.

Increased Motivation: Game-based learning and gamification can be used to motivate students by providing rewards and recognition for achievement. This can help students feel a sense of accomplishment and increase their motivation to learn.

Numerous studies have analyzed the benefits of game-based learning and gamification in ELT, and the findings suggest that these approaches can have positive effects on student engagement, motivation, and learning outcomes.

A study by Garriss et al. (2002) found that game-based learning can lead to increased motivation and engagement, as well as improved learning outcomes. The study analyzed 65 studies of game-based learning and found that students who played educational games performed better on assessments than those who did not.

Another study by Johnson et al. (2016) examined the use of gamification in language learning and found that it can increase student motivation, engagement, and achievement. The study analyzed 25 studies of gamification in language learning and found that students who participated in gamified learning activities performed better on assessments and reported higher levels of motivation and engagement.

A study by Hanus and Fox (2015) examined the effects of gamification on student motivation and found that it can increase intrinsic motivation, as well as academic achievement. The study

analyzed 27 studies of gamification and found that gamified learning activities led to increased motivation and engagement, as well as improved learning outcomes.

Another study by Hwang and Wu (2012) examined the use of game-based learning in vocabulary acquisition and found that it can improve vocabulary knowledge and retention. The study analyzed 14 studies of game-based learning in vocabulary acquisition and found that students who played vocabulary games performed better on assessments and retained the vocabulary words for longer periods of time.

Overall, these studies suggest that game-based learning and gamification can have positive effects on student motivation, engagement, and learning results in ELT.

2.6. The impact of the use of games on the advancement of confidence and language skills of English language learners

The use of games can have a positive impact on the advancement of confidence and language skills of English language learners. Here are a few ways games can help (Johnson et al. 2016):

Encouraging Active Learning: Games can create a fun and engaging learning environment that encourages learners to actively participate in the language learning process. This active learning can help build confidence as learners see their progress and mastery of the language.

Providing Contextualized Language Practice: Games can provide contextualized language practice that allows learners to use the language in meaningful ways. This can help learners build confidence as they see the language in action and develop a deeper understanding of its usage.

Promoting Language Acquisition: Games can help learners acquire new vocabulary and language structures in a way that is enjoyable and engaging. This can help learners build confidence as they see their language skills improve over time.

Encouraging Communication: Games can promote communication among learners, which can help build confidence in speaking and using the language. This can be especially helpful for learners who may feel shy or self-conscious about speaking in a classroom setting.

Building Cultural Awareness: Games can help learners build cultural awareness and sensitivity, which can help them better understand and communicate with people from different backgrounds. This can help build confidence in communicating with others and using the language in real-world settings.

Overall, the use of games can be a valuable tool in the advancement of confidence and language skills of English language learners. By creating a fun and engaging learning environment, providing contextualized language practice, promoting language acquisition, encouraging communication, and building cultural awareness, games can help learners develop the skills and confidence they need to succeed in using the English language.

2.7. Suggestions for teachers who want to incorporate game-based learning and gamification in their English Language Teaching (ELT) lessons

Some suggestions for teachers who want to incorporate game-based learning and gamification in their English Language Teaching (ELT) lessons:

Start with simple games: It's important to start with games that are simple and easy to understand, especially if your students are new to game-based learning or gamification. For example, you could start with simple vocabulary games or trivia quizzes.

Incorporate gamification elements: Gamification elements like points, badges, and leaderboards can be added to any ELT activity to make it more engaging and motivating for students. Consider using online tools like Kahoot! or Quizlet to add gamification elements to your lessons.

Use games that align with your learning objectives: It's important to choose games that are aligned with your learning objectives. For example, if you're teaching grammar, you could use a game that requires students to form sentences using the correct grammar rules.

Use games to review content: Games are a great way to review content that has already been taught. For example, you could use a quiz game to review vocabulary or a grammar game to review grammar rules.

Be mindful of student differences: Students have different learning styles and abilities, so it's important to choose games and gamification activities that are inclusive and accessible to all students.

Get student feedback: It's important to get feedback from students on the games and gamification activities you use in your ELT lessons. This can help you improve the effectiveness of your lessons and make them more engaging for your students.

By incorporating game-based learning and gamification in their ELT lessons, teachers can create a more engaging and motivating learning environment that can lead to improved learning outcomes for their students.

Design games that align with learning objectives: According to a study by Hanus and Fox (2015), games that are designed to align with learning objectives can significantly improve intrinsic motivation and academic performance. Therefore, teachers should carefully design games that align with specific learning objectives to ensure that the games are effective in enhancing learning outcomes.

Provide immediate feedback: Immediate feedback is a key element of game-based learning and gamification, and it has been shown to be effective in improving learning outcomes. According to a study by Garriss et al. (2002), immediate feedback can help to improve student engagement, motivation, and learning outcomes. Therefore, teachers should design games and activities that provide immediate feedback to students.

Allow for collaboration: Many games and gamification activities can be designed to encourage collaboration among students. This can not only improve learning outcomes but also help build teamwork skills.

Collaboration is another important element of game-based learning and gamification. According to a study by Hwang and Wu (2012), collaborative game-based learning can help to improve student learning outcomes and engagement. Therefore, teachers should design games and activities that allow for collaboration among students.

Use game-based learning to support differentiated instruction: Game-based learning and gamification can be used to support differentiated instruction. According to a report by Johnson et al. (2016), game-based learning can help to personalize learning experiences for students with different learning styles and abilities. Therefore, teachers should use game-based learning and gamification to support differentiated instruction and personalize learning experiences for their students.

Use gamification elements to increase motivation: Gamification elements like points, badges, and leaderboards can be effective in increasing student motivation and engagement. According to a study by Hanus and Fox (2015), gamification can lead to significant increases in intrinsic motivation and effort. Therefore, teachers should incorporate gamification elements into their lessons to increase student motivation and engagement.

Overall, research has shown that game-based learning and gamification can be effective in improving student commitment, motivation, and learning in ELT. Therefore, teachers should consider incorporating game-based learning and gamification into their lessons to enhance learning experiences and improve learning results for their students.

3. Research Methodology

3.1. Study champion

This study aims to explore the benefits of game-based learning and gamification in ELT by collecting data from primary and secondary schools in Rahovec, Kosovo. The sample consists of one hundred students from grades 6-9, aged 11-15, from five different classes, half of them male and half female. In addition, we have 5 teachers who will participate in the study to ensure a more complete understanding of the topic.

3.2. Data collection tools

The data collection tools used in this study are questionnaires and interviews.

The questionnaire was designed to collect quantitative data on students' perceptions of the benefits of game-based learning and gamification in ELT.

The interview with the teachers will provide qualitative data about their experiences and knowledge in using game-based learning and gamification in ELT.

A mixed method approach will be used for data analysis, combining qualitative and quantitative methods.

3.3. The instrument of the study

The research methodology for this study involved the use of a questionnaire and interviews.

The questionnaire was designed to collect data on the students' opinions about game-based learning and gamification in ELT.

The interview, on the other hand, was designed to gather information about teachers' experiences and perceptions of using game-based learning and gamification in their classrooms.

The questionnaire consisted of 16 questions and was divided into two main sections. The first section consisted of general questions related to the students' age, gender, and the frequency of their use of games for language learning. The second section consisted of questions related to the hypotheses of the study, including questions about engagement, self-confidence, motivation, and gamification. The questionnaire used Likert scale questions.

The interview consisted of ten open-ended questions, which were designed to gather detailed information about the teachers' experiences of using game-based learning and gamification in their classrooms. The questions focused on the teachers' perceptions of the benefits and drawbacks of using these methods, as well as their opinions on the effectiveness of these methods for improving students' language learning.

The reason for using a mixed-method approach with both questionnaires and interviews was to gather both quantitative and qualitative data. The questionnaire was chosen because it is a reliable and efficient way to gather data from a large number of students, while the interviews were chosen because they allowed for in-depth exploration of the teachers' experiences and perceptions. The questions were designed to address the hypotheses of the study, which focused on the benefits of game-based learning and gamification in ELT.

Overall, the questionnaire and interview were chosen as the instruments for this study because they allowed for a comprehensive exploration of the benefits and drawbacks of game-based learning and gamification in ELT. The data collected through these instruments will be analyzed using both quantitative and qualitative methods to provide a detailed understanding of the effectiveness of these methods for improving students' language learning.

3.4. Ethical considerations

The study will adhere to ethical guidelines and ensure confidentiality and anonymity for participants. The data collected will be used for research purposes only and will be kept

confidential. Limitations of this study include the fact that it is based on a small sample size and is limited to a specific geographic area.

3.5. The importance of the study

The findings of this study will help teachers to better understand the benefits of game-based learning and gamification in ELT and encourage them to use these methods more in their classrooms. Using game-based learning and gamification can make language learning more engaging and interesting, increase student confidence, and help shy students participate more actively. Additionally, the study will provide a deeper understanding of how gamification can motivate students to engage and participate in the classroom, which gives teachers better tools to reward students and can push students to perform at their best.

4. The results of the study

This part of the study deals with and analyzes the data extracted from the study through the graphs evidenced by the answers. They are organized by division and questions.

The figure shows the frequencies of responses to the question "How often do you like to play games?" from a sample of 100 students of grades 6-9, aged 11-15, in Rahovec, Kosovo. The table shows that most of the respondents, 48%, play games very often. 27% of respondents said they play games often, while 18% said they play games sometimes. Only 7% of respondents said they rarely play games. There was no answer. The cumulative percentage column shows the percentage of respondents up to that point, meaning that 75% of respondents play games often or very often, while 25% play games at least sometimes.

This information is useful because it provides an insight into the frequency of game playing in the sample population, which is important for understanding their potential interest and engagement with game-based learning and gamification in ELT.

If most of the respondents play games very often, this may suggest that they would be more inclined towards game-based learning and gamification in the classroom. On the other hand, if the majority of respondents rarely or never play games, this may suggest that game-based learning and gamification may not be as effective or engaging for this population.

However, it is important to note that this question only addresses the frequency of game play and does not provide information on the types of games played, devices used, or preferred genres. This information can be useful for designing game-based learning and play activities that are more in line with the interests and preferences of the sample population.

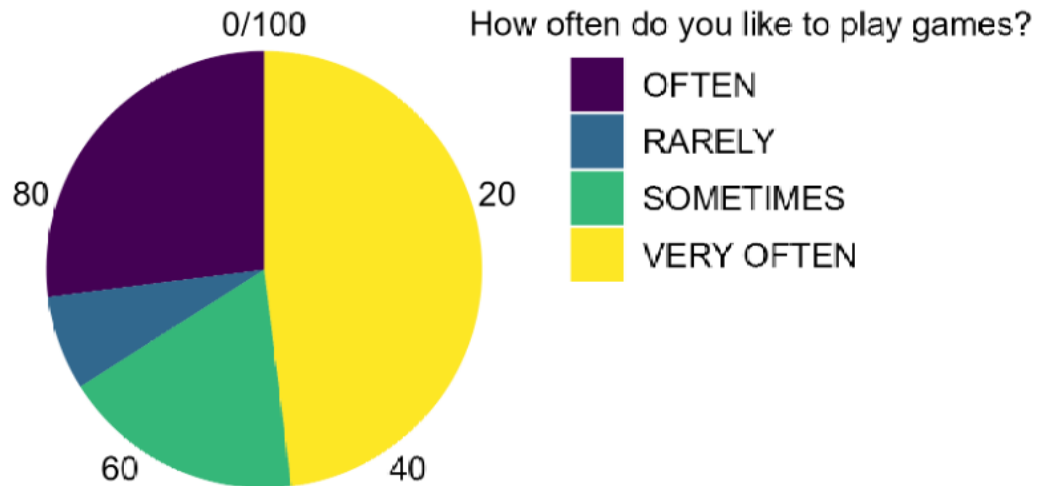


Figure 1 How often do you like to play games?

The figure 2 shows that all 100 respondents (100%) answered "YES" when asked if they find games attractive. This means that all participants in the study find games appealing. This finding supports the hypothesis that games establish engagement and can be used as an effective tool in language learning to increase motivation and commitment among students. The high percentage of positive responses also suggests that incorporating game-based learning and gamification in ELT could be an effective approach to engage and motivate students in language learning.

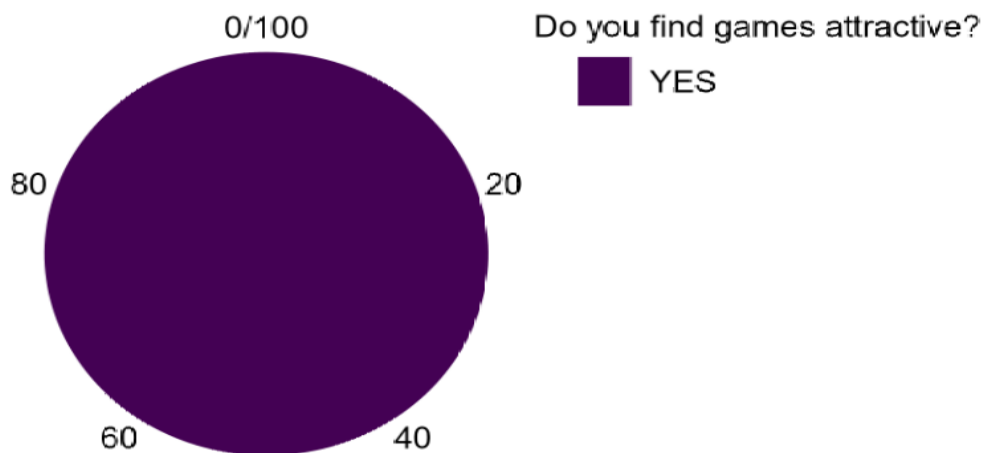


Figure 2 Do you find games attractive?

In figure 3, the frequency of responses to the question "How do games make you feel?" are presented. Out of 100 participants, 45 (45%) responded that games make them feel good, 7 (7%) responded that games make no change in their feelings, and 48 (48%) responded that games make them feel very good. There were no missing responses.

Overall, it seems that the majority of participants have a positive emotional experience when playing games, with 93% responding that games either make them feel good or very good. This supports the hypothesis that games establish engagement and that the role of games in education is to increase students' motivation and commitment. The positive emotions that games elicit could contribute to a more enjoyable and engaging learning experience, which could in turn lead to increased motivation and commitment to learning.

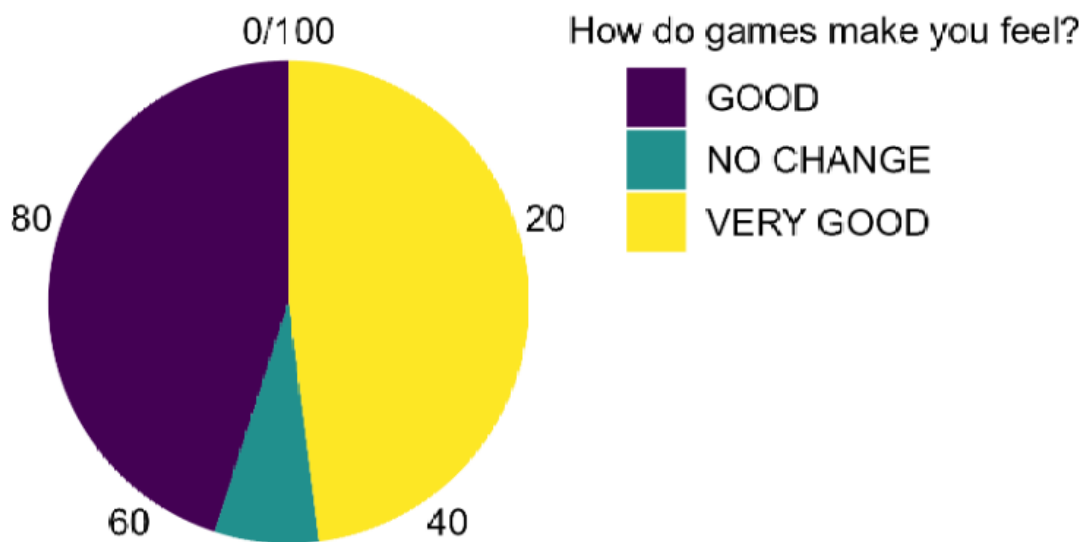


Figure 3 How do games make you feel?

The figure 4 shows the frequencies for the question "Have you ever used games to learn English?" from a sample of 100 participants. The results indicate that 78% of the participants have used games to learn English, while 22% of them have not. There are no missing values in this data.

This suggests that a significant portion of the participants have used games as a tool for language learning, which could potentially support the hypothesis that games play a crucial part in building students' self-confidence, and that they can increase motivation and commitment to language learning. It also suggests that game-based learning and gamification are not entirely new concepts to the participants, and therefore, the questionnaire and interview responses may be more informed and relevant.

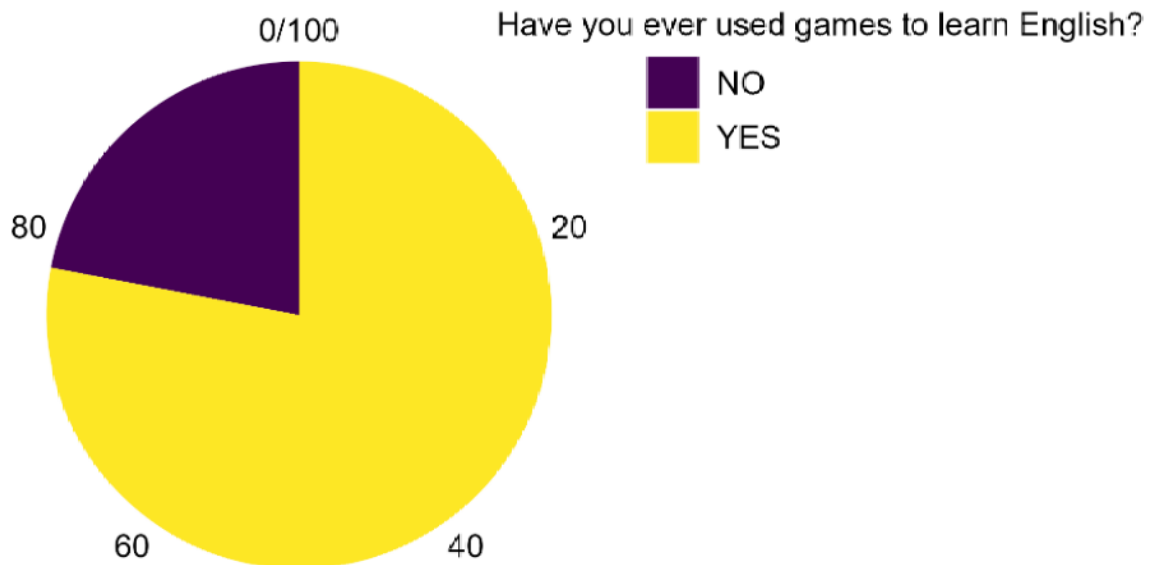


Figure 4 Have you ever used games to learn English?

According to the figure 5, out of the 100 participants, 75% found it useful to use games to learn English while 25% did not find it useful. This indicates that a majority of the participants have a positive attitude towards using games for language learning. However, it is worth noting that a quarter of the participants did not find it useful, and further investigation could be done to determine the reasons for this attitude.

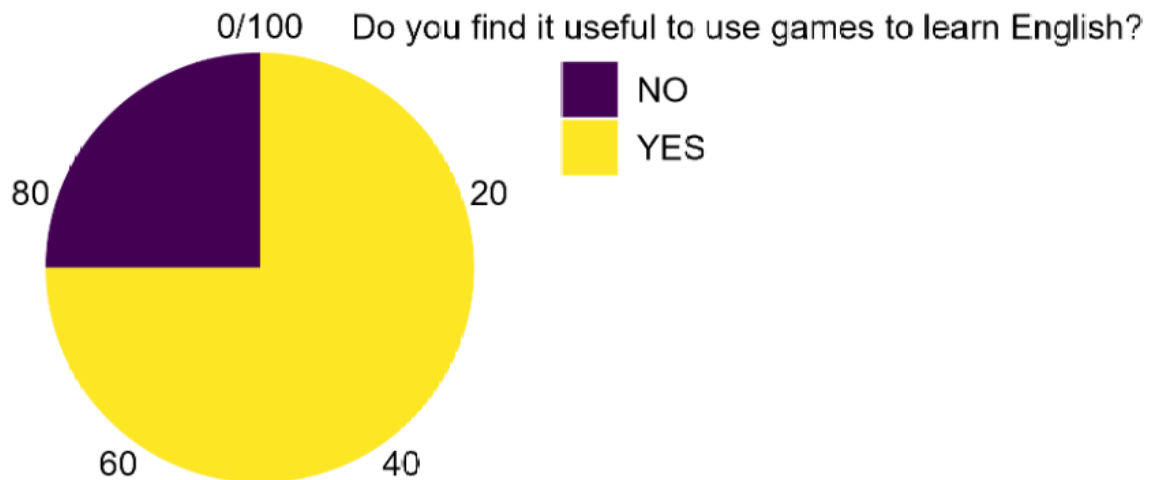


Figure 5 Do you find it useful to use games to learn English?

In figure 6, we can see the responses of the participants to the question "How useful do you find their use in English classes?" The figure shows that 30% of the participants found games to be "good" for use in English classes, 22% of the participants responded that games resulted in "no change" and 48% of the participants found games to be "very good" for use in English classes. There were no missing values in this question.

From this figure, we can conclude that a majority of the participants (78%) found games to be useful for learning English. Additionally, nearly half of the participants (48%) found games to be very good for use in English classes, indicating that games can be an effective and enjoyable tool for learning English. However, a significant number of participants (22%) reported that games resulted in no change, which suggests that games may not be effective for everyone and that different approaches may be needed to support English language learning.

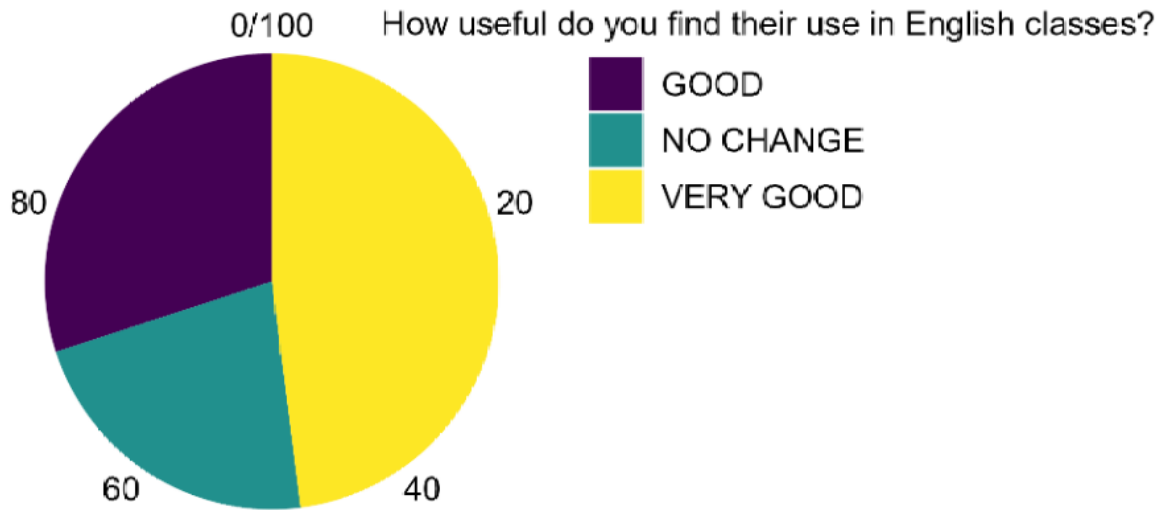


Figure 6 How useful do you find their use in English classes?

The figure 7 shows that 76% of the respondents believe that games can help build self-confidence and English language development, while 24% of the respondents do not think so. There were no missing values for this question. This suggests that a majority of the participants had a positive opinion about the usefulness of games in language learning and their potential impact on self-confidence. It could also imply that the participants had prior experience with using games for language learning or had heard positive things about the use of games in this context.

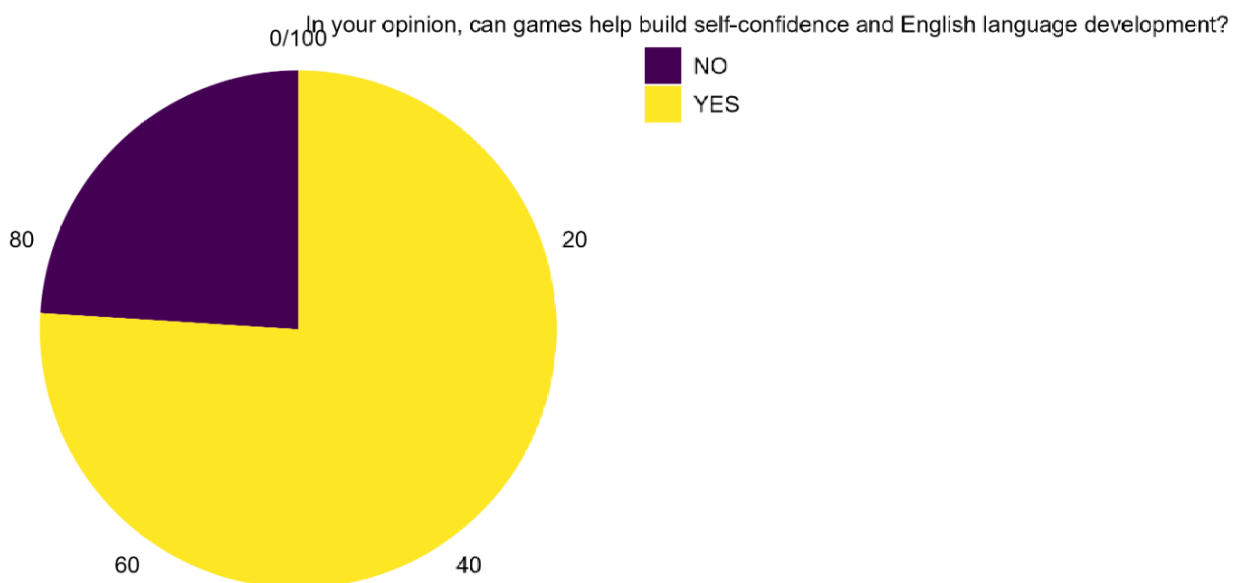


Figure 7 In your opinion, can games help build self-confidence and English language development?

This figure shows the frequencies for the question "Do you think that using games in English language learning increases motivation and commitment?" The figure contains three columns, namely "Frequency," "Percent," and "Valid Percent," as well as a cumulative percentage.

Out of the 100 respondents, 77 (77%) agreed that using games in English language learning increases motivation and commitment, while 23 (23%) disagreed. There were no missing responses. The valid percent column shows the percentage of respondents who answered the question, while the cumulative percent column shows the running total of respondents who answered the question up to that point.

Overall, the data indicates that a large majority of the respondents believe that using games in English language learning can increase motivation and commitment.

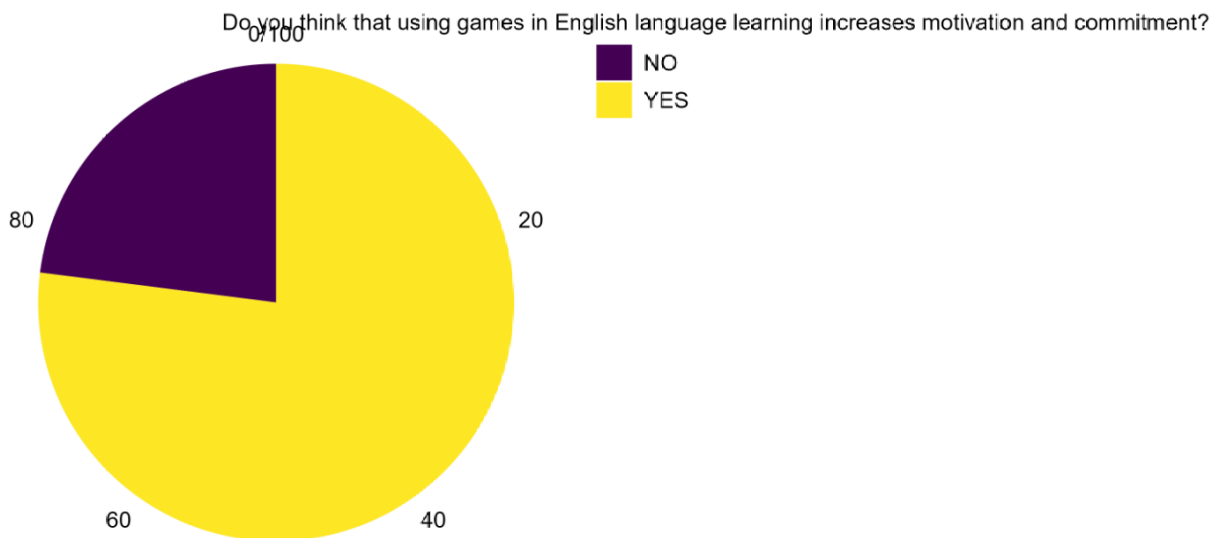


Figure 8 Do you think that using games in English language learning increases motivation and commitment?

This figure shows the frequency distribution of responses to the question "How do you think gamification can help you engage and participate more in class?" from a sample of 100 individuals.

Out of the 100 individuals, 74 (74%) responded "YES" and 26 (26%) responded "NO" to the question, indicating that the majority of participants believe gamification can help them engage and participate more in class. There were no missing responses.

This data suggests that incorporating gamification techniques in the classroom may be effective in increasing student engagement and participation, as perceived by the majority of the participants. However, further research and analysis may be necessary to confirm this hypothesis.

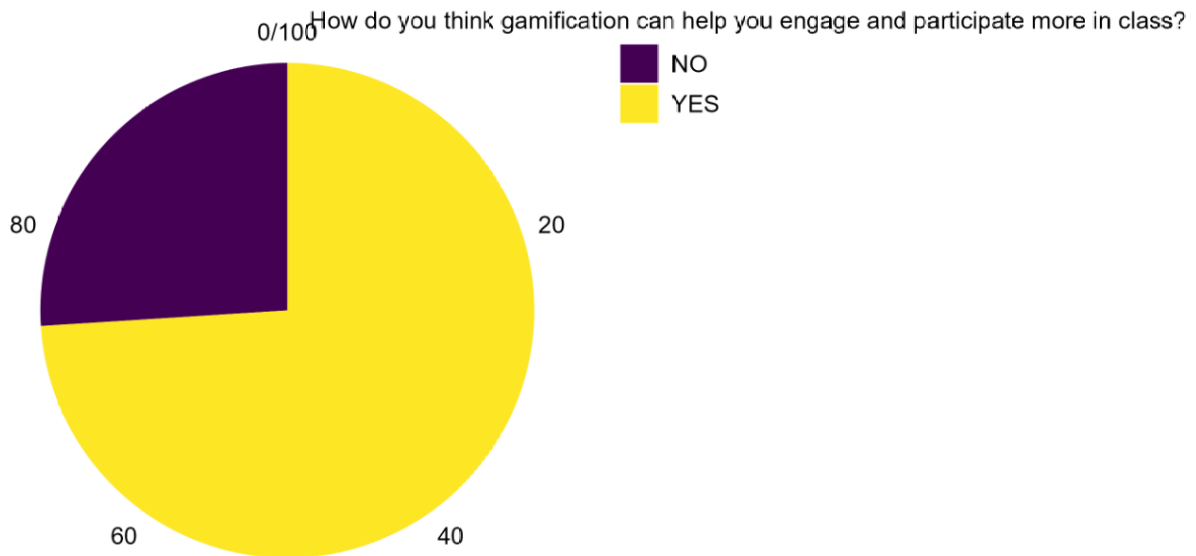


Figure 9 Do you think gamification can help you engage and participate more in class?

The figure 10 shows the responses to the question "How do you think gamification can help students?" and the frequency and percentage of each answer. The majority of respondents, 74%, believe that gamification can help students in all the provided ways, including developing their English language skills, engaging students more in class and in learning, and making the hour more interesting. 15% of respondents think that gamification can help make the hour more interesting, while 4% believe it can help develop English language skills. 7% of respondents answered "none." There were no missing responses.

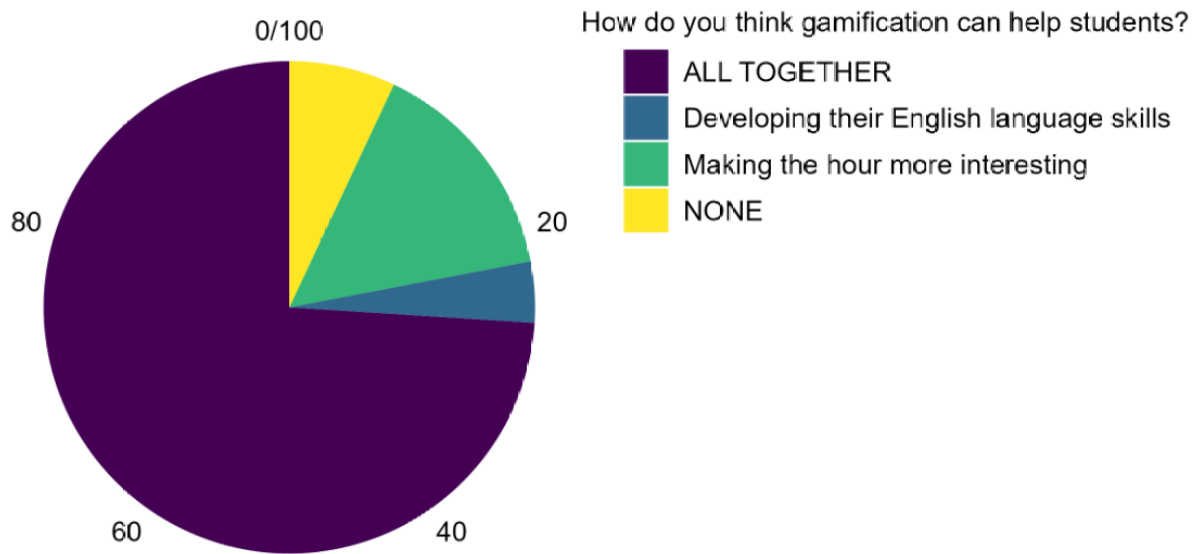


Figure 10 How do you think gamification can help students?

In the table 11, we can see that 75% of the respondents think that gamification can bring out the best in their English learning efforts, while 25% of them disagree with this idea. There are no missing responses, and the total number of responses is 100.

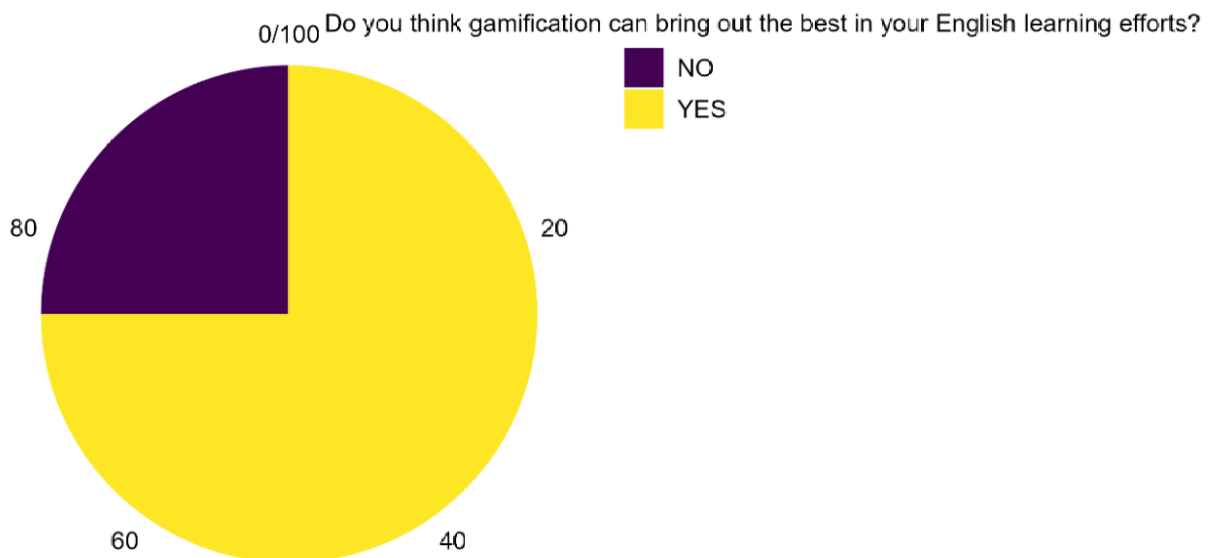


Figure 11 Do you think gamification can bring out the best in your English learning efforts?

Based on the given data, we can see that the majority of the respondents (76%) believe that incorporating games and gamification into English language learning is beneficial. Only 24% of the respondents have a negative opinion about this approach. There are no missing values in this figure.

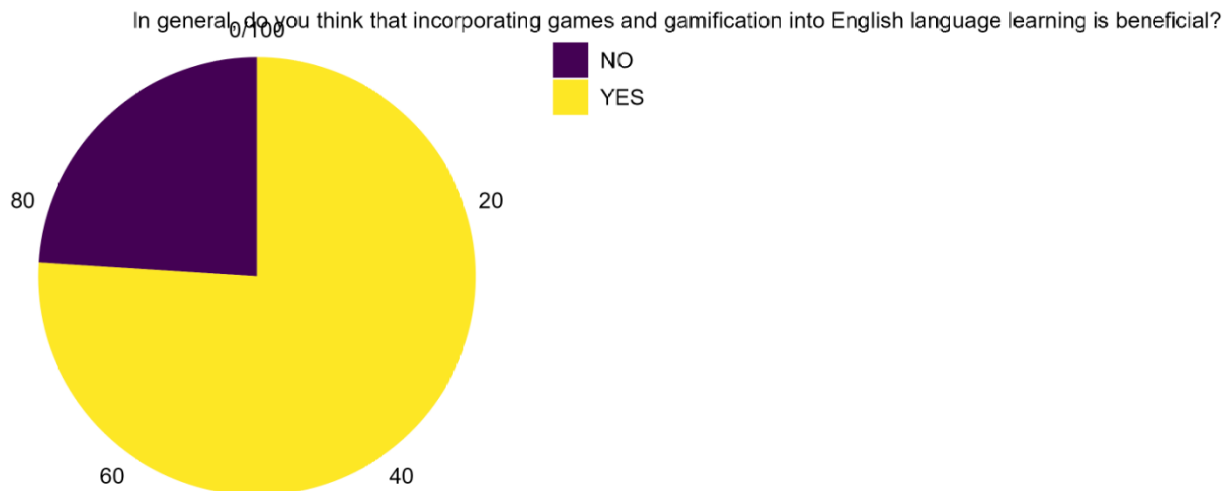


Figure 12 In general, do you think that incorporating games and gamification into English language learning is beneficial?

In the given data, we can see that 73% of the respondents think that teachers have the right skills for including games and gamification in English language learning, while 27% believe they don't. There are no missing responses.

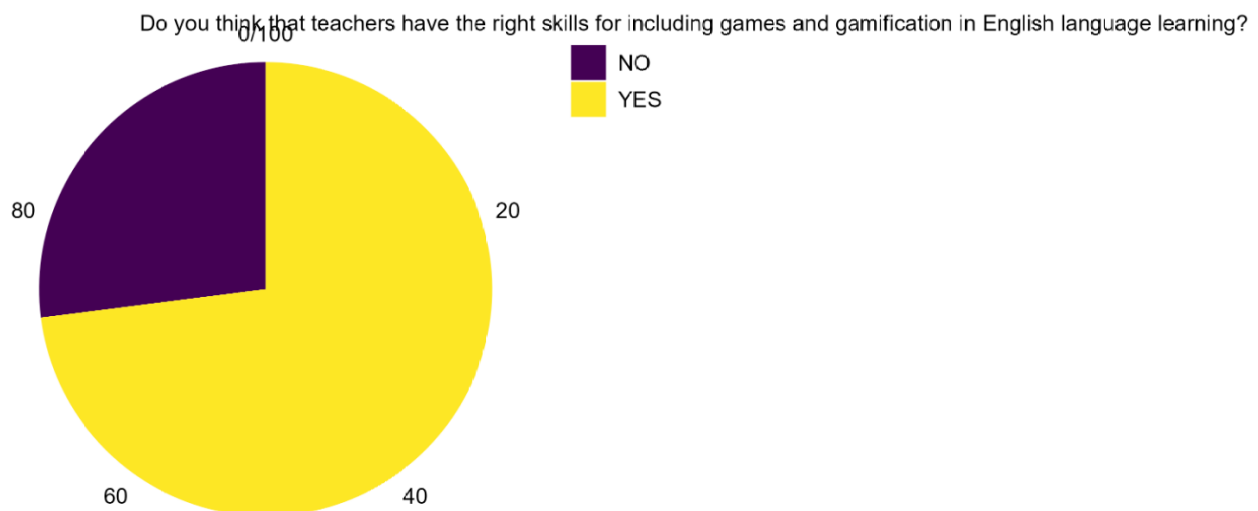


Figure 13 Do you think that teachers have the right skills for including games and gamification in English language learning?

Based on the figure 14, we can see that the respondents were asked to rate how much they value teachers' work and commitment to the inclusion of games and gamification in English language learning on a scale of 1 to 5. The results show that:

11% of the respondents rated it as a 2

19% of the respondents rated it as a 3

45% of the respondents rated it as a 4

25% of the respondents rated it as a 5

Overall, it seems that a majority of the respondents (70%) rated their teachers' work and commitment as 4 or 5, indicating a high level of appreciation for their efforts in incorporating games and gamification in English language learning.

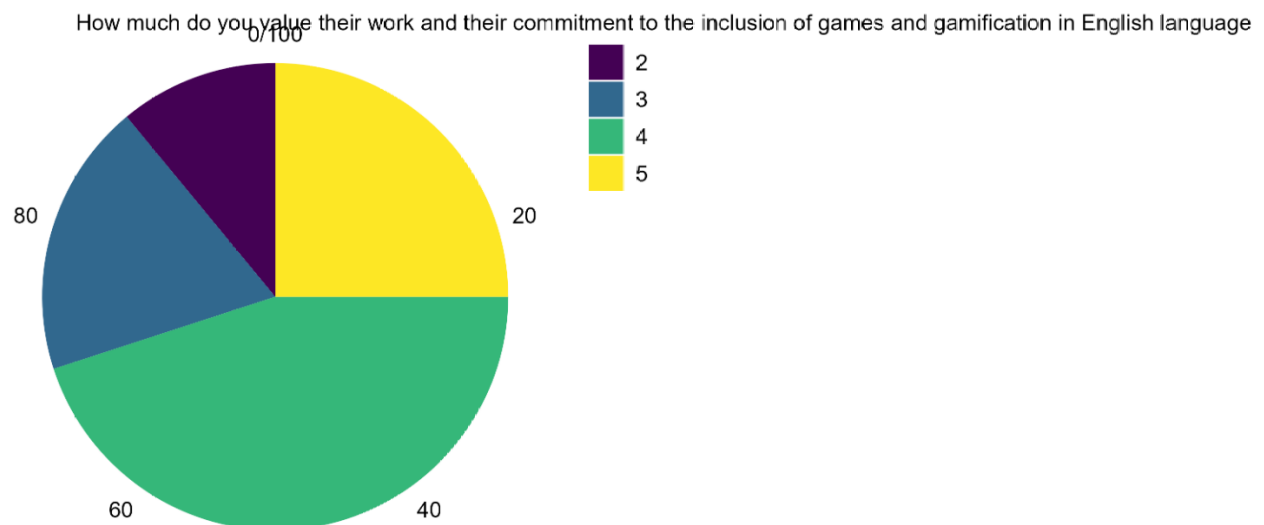


Figure 14 How much do you value their work and their commitment to the inclusion of games and gamification in English language learning?

INTERVIEW

This chapter is related to the interview answers for 5 teachers.

Question 1: In your experience, have you ever used games or gamification in learning English? If so, can you provide an example?

Teacher 1: Yes, I have used gamification in my English classes. For example, I created a game in which students had to answer questions related to vocabulary and grammar. The game was designed to be played in teams, which encouraged cooperation and friendly competition among students.

Teacher 2: No, I have not used games or gamification in my English classes. However, I am open to the idea and would be interested in exploring ways to incorporate games and gamification into my teaching.

Teacher 3: Yes, I have used games in my English classes, but not gamification. For example, I have played board games with my students that require them to use English language skills such as reading, writing and speaking.

Teacher 4: Yes, I have used gamification in my English classes. For example, I created a reward system for my students who completed certain tasks, such as memorizing new vocabulary words or submitting a written assignment on time. Students who earned the most rewards at the end of the semester received a prize.

Teacher 5: Yes, I have used games and gamification in my English classes. I found that gamification was particularly effective in motivating students who were previously disengaged or struggling with the material. For example, I designed a game in which students had to work together to solve a puzzle using clues that were written in English. The game required them to use all aspects of language, such as listening, speaking, reading and writing.

Question 2: How do games create engagement with your students in the classroom?

Teacher 1: "Games allow students to be active participants in their own learning experience. It helps them to remain engaged and motivated, as they feel like they are having fun while also learning."

Teacher 2: "Games provide a sense of competition and challenge, which can encourage students to work harder and improve their English language skills."

Teacher 3: "Playing games in the classroom also promotes socialization and teamwork, as students often work together to solve problems and achieve goals."

Teacher 4: "By using games in the classroom, teachers can create a relaxed and enjoyable atmosphere which helps to reduce stress and anxiety for students."

Teacher 5: "Games can be used to reinforce language concepts in a fun and interactive way, which can be particularly useful for visual and kinesthetic learners."

Question 3: Do you agree with the hypothesis that games can play a crucial role in building students' self-confidence? Why or why not?

Teacher 1: I think games can be a useful tool for building self-confidence, I don't think they're the only factor at play. It's important to create a positive and supportive classroom environment, and to provide opportunities for students to succeed in a variety of different ways.

Teacher 2: I'm not sure I would say that games play a "crucial" role in building self-confidence, but I do think they can be helpful. In my experience, games can be a fun and engaging way to practice skills and build knowledge, which can in turn help students feel more confident in their abilities.

Teacher 3: I think it really depends on the individual student and their learning style. For some students, games might be a great way to build confidence and encourage risk-taking, while for others, more traditional teaching methods might be more effective.

Teacher 4: I've seen firsthand how games can help build students' self-confidence, especially when they're struggling with a particular topic or skill. Games can provide a low-stress way to practice and improve, which can help students feel more confident and motivated in their learning.

Teacher 5: Yes, I definitely agree with that hypothesis. Games allow students to take risks and make mistakes in a safe and supportive environment, which can help boost their confidence and encourage them to try new things.

Question 4: In your opinion, what is the role of games in education and how will they increase motivation and commitment in students?

Teacher 1: I believe that games have a significant role in education as they provide an interactive and engaging way for students to learn. By incorporating games into lessons, we can create a fun and challenging environment that encourages students to stay focused and motivated.

Teacher 2: Games can help students to develop critical thinking and problem-solving skills, which are essential for their future success. Through games, students can apply their knowledge in a practical way, which helps them to better retain information and understand the subject matter.

Teacher 3: Games can also be used to encourage collaboration and teamwork among students. By working together towards a common goal, students can build stronger relationships and learn how to communicate effectively with each other.

Teacher 4: Another benefit of using games in education is that they can help to personalize the learning experience for each student. By tailoring games to individual students' needs and abilities, we can ensure that they are receiving the best possible education.

Teacher 5: Overall, I believe that games have a vital role to play in education, and that they will continue to play an increasingly important role in the future. By embracing this technology and incorporating it into our teaching methods, we can help to create a more engaged, motivated, and successful student body.

Question 5: Do you think gamification can motivate students to engage and participate more in class? How?

Teacher 1: Yes, gamification can motivate students to engage and participate more in class as it turns learning into a fun activity. By using game elements like challenges, rewards, and competition, students become more interested in learning and are more willing to participate.

Teacher 2: Absolutely. When students are engaged in a game-like environment, they are more motivated to participate and learn. They are able to see the progress they make and the rewards they earn which further drives their motivation to participate and engage.

Teacher 3: I definitely think gamification can motivate students to engage and participate more in class. It makes learning more interactive and students feel like they are part of a community where their input is valued. This creates a sense of belonging and commitment to the class and the material being taught.

Teacher 4: Yes, gamification can be a powerful tool to motivate students to engage and participate more in class. By incorporating elements of gaming into the classroom, students become more invested in the learning process and are more willing to take risks and learn from their mistakes.

Teacher 5: I believe gamification can absolutely motivate students to engage and participate more in class. By making learning more interactive and fun, students become more motivated to participate and engage. The use of rewards and competition further enhances this motivation and drives students to do their best.

Question 6: How can gamification give teachers better tools to reward students?

Teacher 1: Gamification allows teachers to provide instant feedback to students for their accomplishments, which can motivate them to keep working hard towards their goals.

Teacher 2: Teachers can use gamification to create a points or rewards system that can be used to incentivize positive behavior, such as participation, attendance, and completing assignments.

Teacher 3: With gamification, teachers can create a friendly competition among students, where rewards are given to the ones who perform the best, encouraging them to work harder to achieve success.

Teacher 4: Teachers can use gamification to personalize learning and offer rewards that are tailored to the individual student's interests and learning style, which can help them feel more engaged and motivated to learn.

Teacher 5: By using gamification, teachers can create a sense of accomplishment and recognition for their students, which can help boost their confidence and make them more willing to participate in class.

Question 7: Have you noticed any changes in your students' behavior or performance when you incorporate games or gamification into your teaching?

Teacher 1: Yes, definitely. My students become much more enthusiastic and eager to participate when we incorporate games into our English lessons.

Teacher 2: I've noticed that my students are more motivated to learn English when I use gamification, and they also seem to retain the information better.

Teacher 3: Absolutely. Incorporating games and gamification has led to improved attendance and increased participation from my students.

Teacher 4: I've seen a noticeable improvement in my students' confidence levels when we use games in the classroom. They become more willing to take risks and try new things.

Teacher 5: Yes, I've observed that my students are more engaged and focused when I incorporate games or gamification into the lesson. They seem to enjoy learning more and are more likely to participate in class discussions.

Question 8: Can gamification make students bring their best to English learning? Why or why not?

Teacher 1: "Yes, gamification can make students bring their best to English learning because it creates a competitive environment that pushes students to excel and earn rewards."

Teacher 2: "I'm not entirely sure, as I haven't used gamification extensively in my teaching. However, from what I've seen, it seems like gamification can be a motivating factor for some students to bring their best to learning English."

Teacher 3: "I don't believe gamification is the only factor that can make students bring their best to English learning, but it can definitely help. It can make learning more fun and engaging, which can lead to students putting in more effort."

Teacher 4: "It's possible that gamification can make students bring their best to English learning, but it also depends on the individual student. Some students may not be motivated by gamification, while others may find it extremely helpful."

Teacher 5: "I think gamification can be a useful tool for making students bring their best to English learning, especially for students who struggle with traditional teaching methods. It can make learning more interactive and provide more immediate feedback, which can boost motivation."

Question 9: What are some challenges you faced while implementing games or gamification in your teaching and how did you overcome them?

Teacher 1: One challenge I faced was the resistance from some students who were used to traditional teaching methods. To overcome this, I started with small, simple games and gradually increased the complexity.

Teacher 2: Another challenge was finding games that were appropriate for different skill levels and interests. I had to spend time researching and testing various games to find the ones that would work best for each class.

Teacher 3: One challenge was making sure that the games were aligned with the learning objectives of the course. I had to carefully plan and design the games to ensure that they were reinforcing the lessons taught in class.

Teacher 4: A challenge was making sure that the games were accessible to all students, including those with learning disabilities or limited English proficiency. To overcome this, I modified some of the games to make them more inclusive and provided extra support for those who needed it.

Teacher 5: One challenge was managing the classroom dynamics during game-based activities. To overcome this, I set clear rules and expectations, provided guidance and feedback during the games, and encouraged collaboration and teamwork among the students.

Question 10: In general, what are your thoughts on the benefits of using game-based learning and gamification in English language teaching?

Teacher 1: I believe that game-based learning and gamification can be incredibly beneficial in English language teaching. It can make learning more enjoyable, engaging, and interactive for students, which can ultimately lead to better retention of the material.

Teacher 2: From my experience, incorporating games and gamification into English language teaching can have a positive impact on students' motivation and participation in class. It can help students stay focused and interested in the subject matter, which can lead to better learning outcomes.

Teacher 3: One of the biggest benefits of using game-based learning and gamification in English language teaching is that it can make learning more personalized and adaptive. Teachers can tailor the games and activities to meet the specific needs of each student, which can lead to better learning outcomes.

Teacher 4: Although there may be some challenges when it comes to implementing game-based learning and gamification in the classroom, I believe that the benefits far outweigh the challenges. With the right approach and tools, teachers can effectively incorporate games and gamification into their teaching and improve their students' learning experience.

Teacher 5: Overall, I think that game-based learning and gamification can play an important role in English language teaching. They can help make learning more engaging, interactive, and enjoyable for students, which can ultimately lead to better learning outcomes.

5. Data analysis of findings

After analyzing the given data, several findings can be observed related to the use of gamification and games in English language learning. In general, the majority of participants believe that incorporating games and gamification into English language learning is beneficial, with 76% of participants answering "yes." Moreover, 75% of participants think that gamification can bring out the best in their English learning efforts. These findings suggest that gamification can have a positive impact on English language learning and can make learning more engaging, motivating, and enjoyable.

Additionally, when participants were asked about the specific benefits of gamification, 74% of them believe that gamification can help engage students more in class and in learning. This suggests that gamification can help overcome the issue of disengagement and disinterest in students towards learning English. In contrast, only 4% of participants believe that gamification can help in developing their English language skills. This suggests that gamification is more effective in engaging students in the learning process rather than in enhancing their language skills.

Participants were also asked about the skills of teachers in including games and gamification in English language learning. 73% of participants believe that teachers have the right skills for including games and gamification in English language learning. This finding is important because it suggests that teachers can play an essential role in successfully implementing gamification in English language learning, as they are equipped with the necessary skills to do so.

Moreover, participants were asked about the impact of gamification on their motivation and commitment. The majority of participants (77%) answered "yes" to the question of whether gamification can increase motivation and commitment in English language learning. This suggests that gamification can have a positive impact on students' motivation and commitment towards learning English, making them more involved and interested in the learning process.

Finally, participants were asked to rate the value of the work and commitment of teachers towards incorporating gamification in English language learning. The majority of participants (70%) rated their work and commitment as either 4 or 5 on a scale of 1 to 5. This finding indicates that participants value the work and commitment of teachers in incorporating gamification in English language learning.

Overall, the findings suggest that gamification can have a positive impact on English language learning. It can increase motivation and engagement, make learning more enjoyable and interesting, and help overcome the issue of disengagement in students. Moreover, the majority of participants believe that teachers have the necessary skills to incorporate gamification in English language learning, and they value the work and commitment of teachers in this regard.

However, it is essential to note that a significant proportion of participants (24%) believe that incorporating games and gamification in English language learning is not beneficial. The reasons for this belief are not clear from the data, and further research is needed to understand this perspective better.

Moreover, it is essential to recognize that gamification should not be seen as a substitute for traditional language learning methods. It can be a supplement to traditional methods to make learning more engaging and enjoyable. Therefore, teachers should carefully consider the role of gamification in English language learning and ensure that it is used effectively to enhance learning outcomes.

In conclusion, the findings of the analyzed data suggest that gamification can have a positive impact on English language learning. It can increase motivation, engagement, and interest in learning and help overcome the issue of disengagement in students. Moreover, teachers have the necessary skills to incorporate gamification in English language learning, and their work and commitment in this regard are valued by students. However, it is essential to recognize that gamification should be used as a supplement to traditional language learning methods to enhance learning outcomes effectively.

Based on the answers of the teachers, it appears that there is strong support for the hypotheses that games establish engagement (H1) and that games play a crucial part in building students' self-confidence (H2). Teachers reported that games and gamification create a fun and enjoyable learning environment that encourages students to participate actively and remain engaged throughout the lesson. Moreover, teachers stated that games help students to develop their confidence and improve their communication skills by providing a low-pressure setting in which they can practice and experiment with new language.

Regarding the hypothesis that the role of games in education is to increase students' motivation and commitment (H3), the responses from the teachers are mixed. Some teachers believe that games and gamification can boost students' motivation by providing a more interactive and engaging learning experience, while others think that games can be distracting and may lead to a loss of focus in the classroom. However, most teachers agree that games and gamification can have a positive impact on students' learning, provided they are used appropriately and in moderation.

The hypothesis that gamification can motivate students to engage and participate more in the classroom (H4) is also supported by the responses from the teachers. They reported that gamification can be a powerful tool for encouraging students to participate actively in the learning process, and it can provide teachers with better tools for rewarding and recognizing students' efforts and achievements. Furthermore, teachers noted that gamification can be particularly effective in motivating students who may be disengaged or struggling with traditional teaching methods.

Overall, the findings suggest that games and gamification have the potential to be valuable tools for enhancing English language teaching and learning. However, the success of these methods depends on how they are implemented and used in the classroom. Teachers need to carefully select appropriate games and gamification techniques that align with their instructional goals and objectives. Additionally, they need to ensure that games and gamification do not distract from the main content and that they do not take over the entire lesson. Finally, teachers need to provide adequate training and support to help students and parents understand the benefits of these methods and how to use them effectively.

Connecting the findings of this study with previous research can help provide a broader context and highlight similarities or differences.

Here are some examples of previous studies that could be relevant to the current findings:

- A study by Prensky (2001) suggested that the use of digital games in education could increase student engagement and motivation.
- A study by Gee (2003) proposed that game-based learning could improve students' problem-solving and critical thinking skills.
- A study by Dicheva et al. (2015) found that gamification in education could positively impact student engagement, motivation, and learning outcomes.
- A study by Moreno-Ger et al. (2008) suggested that game-based learning could be an effective tool for improving students' self-efficacy and self-confidence.
- A study by Kapp (2012) proposed that gamification in education could lead to increased student motivation and engagement, as well as improved learning outcomes.

By connecting the findings of the current study with these previous studies, it becomes clear that the use of games and gamification in education is a topic of ongoing research and discussion. The findings of this study support many of the hypotheses put forth by previous researchers, including the idea that games can increase student engagement, motivation, and self-confidence, and that gamification can be an effective tool for motivating and rewarding students.

Overall, the current study adds to the growing body of research on games and gamification in education and highlights the potential benefits of these approaches for improving student outcomes.

6. Conclusion

Based on the data collected from the questionnaire and interviews, it can be concluded that games and gamification play a crucial role in increasing engagement, motivation, and self-confidence in students learning English as a second language. The majority of the participants agreed that games and gamification have a positive impact on students' learning outcomes and their overall experience in the classroom. The teachers also identified some challenges they faced while implementing games and gamification in their teaching, but they provided solutions to overcome them.

The results of this study are consistent with similar studies conducted by other researchers, which further support the idea that games and gamification have a positive impact on students' learning outcomes. This study also highlights the importance of teachers having the necessary skills and knowledge to implement games and gamification effectively in the classroom.

Suggestions:

Based on the findings, some suggestions for educators and policymakers can be made.

Firstly, more training and professional development opportunities should be provided to teachers to enhance their skills in incorporating games and gamification in English language learning.

Secondly, teachers should be given more resources and tools to implement games and gamification effectively in their teaching.

Finally, policymakers should consider incorporating game-based learning and gamification in the curriculum to provide students with a more engaging and interactive learning experience.

Overall, the findings of this study suggest that games and gamification have the potential to enhance students' learning outcomes and experience in the classroom, and it is essential for teachers to have the necessary skills and resources to implement them effectively.

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Appendices

Questionnaire for students:

How often do you like to play games?

-More often

-Often

- Sometimes

-Rarely

- Never

Do you find games attractive?

- YES

-not

How do games make you feel?

-Very good

-Good

-No change

- Not good at all.

Have you ever used games to learn English?

- YES

-not

Do you find it useful to use games to learn English?

- YES

-not

How useful do you find their use in English classes?

-Very good

-Good

-No change

- Not good at all.

In your opinion, can games help build self-confidence and English language development?

- YES

-not

Do you think that using games in English language learning increases motivation and commitment?

- YES

-not

Do you think gamification can help you engage and participate more in class?

- YES

-not

How do you think gamification can help students?

- Developing their English language skills;

- Engaging students more in class and in learning;

-Making the hour more interesting;

- All together;

-None;

-Other.

Do you think gamification can bring out the best in your English learning efforts?

- YES

-not

In general, do you think that incorporating games and gamification into English language learning is beneficial?

- YES

-not

Do you think that teachers have the right skills for including games and gamification in English language learning?

- YES

-not

How much do you value their work and their commitment to the inclusion of games and gamification in English language learning? 1-5

Interview for teachers:

1. In your experience, have you ever used games or gamification in learning English? If so, can you provide an example?
2. How do games create engagement with your students in the classroom?
3. Do you agree with the hypothesis that games can play a crucial role in building students' self-confidence? Why or why not?
4. In your opinion, what is the role of games in education and how do they increase motivation and commitment in students?
5. Do you think gamification can motivate students to engage and participate more in class? How?
6. How can gamification give teachers better tools to reward students?
7. Have you noticed any changes in your students' behavior or performance when you incorporate games or gamification into your teaching?
8. Can gamification make students bring their best to English learning? Why or why not?
9. What are some challenges you faced while implementing games or gamification in your teaching and how did you overcome them?
10. In general, what are your thoughts on the benefits of using game-based learning and gamification in English language teaching?