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THE AGA KHAN UNIVERSITY
Institute for Educational Development, East Africa

**EXPLORING THE USE OF GAMIFICATION IN THE TEACHING AND
LEARNING OF ENGLISH GRAMMAR IN A PRIVATE SECONDARY SCHOOL
CLASSROOM IN MOMBASA COUNTY**

BY

LYDIA NASIKE NABANGI

**A Research Project Submitted in partial Fulfilment of the Requirements for the
Degree of Master in education**

(Language and Literacy in Education)

Dar Es Salaam, Tanzania

November, 2021

APPROVAL

THE AGA KHAN UNIVERSITY

Institute for Educational Development, Eastern Africa

LYDIA NASIKE NABANGI

I hereby give my permission for the research project of the above-named student, for whom I have been acting as supervisor, to proceed to examination.



Mr. Joachim Tamba

(Research project Supervisor)

Date: 9th May 2022

The members of the Research project Evaluation Committee appointed to examine the research project of the above-named student find it satisfactory and recommended that it be accepted



(First Examiner)

(Second Examiner)

Date: ____ 19th May, 2022__

DEDICATION

I dedicate this work of my hands to Jehovah God Almighty for His sufficient grace and strength. He has been my Ebenezer this far. Dear LORD, receive all the glory and honour.

My dearest mother, Grace Nakhumicha Nabangi for always praying for me and sacrificing a lot in my academic work since my childhood by desiring that I get the best.

My beloved husband Habakkuk Akumu, every day, your care, and love keep me safe and strong.

ABSTRACT

Grammar is fundamental to language. Historically, approaches to teaching English grammar have undergone many changes. However, there is much disagreement as to the effectiveness of different approaches for teaching English grammar to learners since they view English grammar as boring.

The world of education is today confronted with the demands of instilling digital literacy and twenty-first-century skills to all learners to function properly in the emerging fourth industrial revolution. Embracing gamification is unavoidable, especially with the emergence of millennials, whose lives are greatly influenced by digital technology and who prefer to study in a fun, engaging, and motivating environment.

Thus, the focus of this study was to explore the use of gamification as a technique in teaching and learning English grammar. The study adopted a qualitative case study design and participants who were involved were 29 form two learners and 1 teacher of English in a private secondary girls' school in Mombasa County. The data was collected using face to face semi-structured interview guide, observation, and document analysis. The collected data was analysed systematically.

The study findings revealed that the use of gamification as an emergent teaching technique is not only effective in improving the teaching and learning of English grammar among ESL learners, but also serves as an invaluable tool to increasing student motivation, engagement and to instilling interest and a sense of enthusiasm towards English grammar acquisition. However, much as gamification has its own benefits, there are challenges linked with its use. In this regard, education practitioners need to have a thorough understanding of these challenges in order to effectively address them.

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God bless each and every one of you.

DECLARATION OF ORIGINALITY

I, Lydia Nasike Nabangi, hereby declare that this dissertation project is my original work. It represents my own effort and has not been taken in whole or in part without acknowledging who or where the information came from.



SIGNATURE

5th May 2022

DATE

Table of Contents

APPROVAL	i
DEDICATION	ii
ABSTRACT.....	iii
ACKNOWLEDGEMENTS	iv
DECLARATION OF ORIGINALITY	v
LIST OF FIGURES	x
LIST OF ABBREVIATIONS.....	xi
CHAPTER ONE	1
1.0 Introduction	1
1.1 Background	1
1.2 Statement of the problem	3
1.3 Rationale	3
1.4 Significance of the study.....	4
1.5 Research Questions:.....	5
1.5.1 Main Research Question.	5
1.5.2 Subsidiary questions.	5
1.6 Definition of Key Terms	5
CHAPTER TWO	6
LITERATURE REVIEW	6
2.0 Introduction.....	6
2.1 Concept of English grammar	6
2.1.1 English Language Teaching in Kenya	7
2.2 Concept of Gamification.....	9
2.3 Teaching and Learning Approaches in English grammar.....	10
2.3.1 Deductive Approach	11
2.3.1.1 Grammar Translation Method	11
2.3.1.2 Cognitive Code Teaching.....	11
2.3.2 Inductive Approach.....	12
2.3.2.1 Total Physical Response Method	12
2.3.2.2 Audio-Lingual Method	13
2.3.2.3 Communicative Language teaching.....	13
2.4 Types of Gamification in teaching English Grammar	14

2.4.1 The Quizziz	14
2.4.2 The Kahoot.....	15
2.4.3 Mentimeter	16
2.5 Importance of gamification as a grammar teaching strategy	16
2.6 Factors that hinder the use of gamification in teaching and learning English grammar	20
2.7 Gamification and behavioural perspective.....	21
2.8 Other Methods that can be used to improve English Grammar.....	22
2.8.1 Brainstorming	22
2.8.2 Teaching Grammar using Video	22
2.8.3 Teaching grammar using lesson study	22
2.9 Conceptual Framework.....	23
CHAPTER THREE	25
RESEARCH METHODOLOGY.....	25
3.0 Introduction.....	25
3.1 Research Approach	25
3.2 Research design	25
3.3 Research Location and setting	26
3.4 The population Sample and sampling procedure.....	26
3.5 Data Collection Methods	27
3.5.1 Interview	27
3.5.2 Focus group Discussions (FGDs)	27
3.5.3 Document analysis	28
3.5.4 Observation	28
3.6 Data Analysis	29
3.7 Ethical Considerations	30
3.8 Rigour and Trustworthiness.....	30
3.8.0 Limitation of the Study	31
3.8.1 Assumptions.....	31
CHAPTER FOUR.....	32
PRESENTATION AND DISCUSSION OF FINDINGS	32
4.0 Introduction.....	32
4.1 The types of games in gamification used to teach English grammar	32

4.2 Benefits of using gamification technique in teaching English grammar	36
4.2.1 Students' participation and engagement	36
4.2.2 Makes learning English grammar interesting and fun	37
4.2.3 Understanding of the grammatical concept	38
4.2.4 Motivation	39
4.2.5 Feedback	40
4.2.6 Acquisition of 21 st Century skills	42
4.2.7 Learners Performance	43
4.3 Challenges of using gamification	44
4.3.1 Planning	44
4.3.2 Power and Internet failure	45
4.3.3 Scarcity of technological devices	46
4.3.4 Technological skills	47
4.4 Participants' Views	47
4.4.1 Retention capability	48
4.4.2 Ease of use	49
4.4.3 Learning Process	49
CHAPTER FIVE	51
SUMMARY OF KEY FINDINGS, IMPLICATIONS	
RECOMMENDATIONS	51
AND CONCLUSION	51
5.0 Introduction	51
5.1 Summary of the key study findings	51
5.1.1 The types of gamification used to teach English grammar	51
5.1.2 Benefits using gamification technique in teaching English grammar	51
5.1.2.1 Increased students' participation and engagement	52
5.1.2.2 Makes learning English grammar interesting and fun	52
5.1.2.3 Understanding of the grammatical concept	52
5.1.1.4 Increased motivation	52
5.1.1.5 Gamification allows Immediate feedback	53
5.1.1.6 Fosters acquisition of 21 st Century skills	53
5.1.1.7 Improved performance in English grammar	53
5.1.3 Challenges of using gamification	53

5.1.4 Participants' Views about the Use of gamification.....	54
5.2 Lessons learnt.....	54
5.2.1 As a teacher.....	54
5.2.2 As a Researcher.....	54
5.3 Recommendations:.....	55
5.3.1 For teachers.....	55
5.3.2 For educators.....	55
5.3.3 For curriculum developers.....	55
5.4 For further research.....	55
5.5 Conclusion.....	56
REFERENCES.....	57
APPENDICES.....	67
Appendix A: Information sheet.....	67
Appendix B: Information sheet for the principal.....	69
Appendix C: Ethical Consent Form for the Teacher.....	70
Appendix D: Ethical Consent Form for parent/ Guardian of Minor.....	71
Appendix E: Assent Form for Learners.....	72
Appendix F: Semi-structured Interview guide for the Teacher.....	73
Appendix G: Semi-structured Focus Group Discussion Guide for the learners.....	74
Appendix H: Observation Guide.....	75
Appendix I: Document analysis protocol.....	76
Appendix J: AKU Ethical Clearance Certificate.....	77
Appendix K: NACOSTI Permit.....	78
Appendix L: County Commissioner Research Authorisation Letter.....	79
Appendix M: County Director of Education, Mombasa County.....	80

LIST OF FIGURES

Figure 1:KCSE English National Performance in the last 5 years	8
Figure 2: Conceptual framework	24
Figure 3: Quizizz overall teams score for indefinite pronouns.....	34
Figure 4: Excerpt for Quizizz team A score for indefinite pronouns	35
Figure 5: Quizizz overall teams score for indefinite pronouns.....	41

LIST OF ABBREVIATIONS

ESL- English as a Second Language

DLP- Digital Literacy Program

IT- Information Technology

VLS- Virtual Learning Solution

KCSE- Kenya Certificate of Secondary Education

L2- Second Language

ICT –Information Communication and Technology

KICD-Kenya Institute of Curriculum Development

KNEC- Kenya National Examination Council

PCK-Pedagogical Content and Knowledge

CHAPTER ONE

1.0 Introduction

This chapter discusses a research study that sought to explore the usage of gamification in teaching and learning English grammar in a classroom in Kenya. The researcher begins with the study's historical context by tracing the place of gamification in the development of grammatical skills, thereafter, the researcher gives the problem statement and then explains how the interest in the study developed. After that, discusses the study's importance in the realm of education, thereafter, gives research questions that informed the study. The researcher concludes the chapter with the definitions of the study's key terms.

1.1 Background

In Kenya, English grammar is used in the classroom, and it plays a significant role in Kenya's education. It is a crucial determinant in student achievement (Athiemoalam & Kibui, 2012). The grammar teaching method has progressed beyond the memorizing of rules and is now more focused on challenging activities that require students to comprehend language structures, their meaning, and their application (Redjeki & Muhajir, 2021). It is the teacher's responsibility to develop strategies to help students overcome learning challenges, particularly in grammar (Hosain, 2018). The shift to a competency-based approach charges the educational system with forming the needed competencies and utilizing current educational technology.

Gamification technique in teaching and learning English grammar is one among educational technology that is widely employed at major international education institutions across the world; the number of participants and types of games available in online or digital games varies. Individual to big groups, instructional to fantasy, digital games come in a variety of forms and genres (Kim et al., 2018). For instance, in a study conducted in an Asian secondary school, researchers investigated the usefulness of gamified-learning tools such as Socrative, and Kahoot in enhancing ESL learners' grammar. The major findings revealed that learners' grammar post-test scores increased significantly from the pre-test and no participant obtained a grade D and E in the post-test, this was attributed to motivation and enjoyment (Redjeki & Muhajir, 2021). Nick Pelling, a British-born multiprocessor programmer, invented the

word "gamification" in 2002, and by 2015, it had become a well-known feature (Khaitova, 2021). It was originally used to motivate businesspeople, and then language experts began to utilize gamification in the classroom to teach English to students (Redjeki & Muhajir, 2021). Therefore, gamification promotes constructive learning, skills enhancement, and problem-based learning (Martí-Parreño et al., 2016). However, the lack of desire among secondary school students to study a second language is largely blamed on grammar teaching and learning, since the most common form of grammar practice among high school students is mechanical drills (Jean & Simard, 2011).

To Achieve the vision 2030, Kenya's education system is undergoing dramatic changes because of curriculum changes to competence-based curricula and technological developments. The Digital Literacy Programme (DLP) arose from the Kenyan government's desire to ensure that every student is equipped for today's digital environment and to restructure Kenyan education into a 21st-century system (Nyaga, 2018). As a result, Jielimishe Girls Education Challenge equipped some Girls Schools with laptops, smartboards, and projectors and organized workshops to equip literacy and numeracy teachers with IT skills, among them was gamification in teaching and learning literacy and numeracy. My research site school and my school were among the beneficiaries of this project.

The researcher came to learn about gamification in this teachers' workshops organized by Jielimishe in conjunction with Virtual Learning Solution (VLS), where mathematics and teachers of English were given the opportunity to undergo Microsoft Educator online training on technological and innovative teaching where gamification was part of the course units, on successful completion of this online course and assessment, teachers were awarded Microsoft Certified Educators certification. With this knowledge on gamification, my research school utilised gamification as a grammar teaching technique which changed the performance of English grammar in this school. As a result, the researcher's interest in doing research that could show how teaching English grammar may be simplified and made more interesting to learners by using gamification as a teaching technique.

1.2 Statement of the problem

Grammar is linked to the four skills of writing, speaking, listening, and reading, it is essential for language competence development. As a result, accurate mastery of those abilities necessitates a thorough understanding of language (Navaz & Sama, 2017). However, through the researcher's practice as a language teacher and as an Examiner of KCSE English Paper Two, most learners fail in English grammar and find it difficult to construct grammatically correct sentences which make them unable to communicate fluently in the English language and, the majority of the learners pass the examination in most of the language areas except English grammar. Siska (2017) states that most learners are not motivated to learn English grammar deliberately because they view grammar as a difficult, intimidating, and boring subject. The problem of poor English grammar acquisition among form four graduates has led to a widespread belief that English language education in Kenyan secondary schools needs to be re-examined (Njuguna, 2012). This problem is one of poor English grammar teaching techniques. English grammar instruction that emphasizes teaching grammar as a system of rules and structures has been found to fall short of addressing the communicative demands of L2 students (Nassaji & Fotos, 2011). Therefore, it is against this gap that this study sought to fill by exploring the use of gamified learning as a teaching approach for supporting the students to learn English grammar effectively.

1.3 Rationale

This research arose from the researcher's desire to learn more about gamification as a teaching methodology, particularly as a potential method for enhancing teaching and learning of English grammar among students. In the researcher's specialization of Language and Literacy at Aga Khan University's-Master program, the researcher developed and acquired a strong desire to learn more about gamification, which was a requirement of my coursework.

The importance of the gamification technique in teaching grammar in education necessitated the researcher to undergo this research. Gamification can be used to teach skills such as creativity, collaboration, communication, and, critical thinking useful for the twenty-first-century learner in any grammar classroom environment (Fischer & Barabach, 2020). The shift to a competency-based approach

as mentioned earlier charges the educational system with forming the needed competencies and utilizing current educational technology.

In addition, the pedagogical techniques of teachers in the teaching and learning of grammar need to be changed. Students find lecture classes in traditional teaching methodologies of grammar to be monotonous. The use of gamification technology to tackle the problem described above offers several advantages. Firstly, according to Mekler et al. (2016), gamification is a technological approach that is required and relevant to today's learners since it improves learning and student engagement. The main benefit of gamification is the inexpensive production cost and the ability to use gaming features to make the learning of English grammar content sweeter or exciting (Surendeleg et al., 2014). Hashim et al. (2019) state that language learners benefit from gamified learning when it comes to studying grammatical skills.

1.4 Significance of the study

Research in Kenya on gamification as a teaching strategy is scanty, but there are schools in Kenya that use gamification as a teaching technique in teaching English grammar, therefore, the study's findings will add to the body of knowledge and research on gamification as a teaching strategy.

Secondly, research findings which include gamification helping in promoting class engagement and motivation to learn English grammar by students also will benefit the researcher as well as the secondary school language teachers to use gamification to enhance the teaching of grammar to learners. Teachers will be able to reflect on pedagogical techniques and classroom activities that improve learners' grammatical abilities because of the outcomes of this study.

Finally, the findings of this study will also benefit the researcher's learners since the researcher will utilize the knowledge and skills gained from using the gamification technique in teaching English grammar interestingly and effectively to necessitate more positive results of English grammar acquisition of learners.

1.5 Research Questions:

The following research questions guided the study:

1.5.1 Main Research Question.

How do teachers of English use gamification in teaching and learning English grammar in the secondary school classroom?

1.5.2 Subsidiary questions.

1. What types of games in gamification do teachers use in teaching and learning English grammar?
2. How do participants perceive the use of gamification in teaching and learning English grammar?
3. What benefits do the study participants attribute to the use of gamification in teaching and learning English grammar?
- 4 . What are the challenges that hinder the use of gamification in teaching and learning English grammar?

1.6 Definition of Key Terms

Grammar – Grammar is defined as a generalization in linguistics features, which forms a system of the language (Kapatsinski, 2014).

Gamification – Kapp (2012) defines gamification as the integration of game-based mechanics, aesthetics, and game thinking to engage people, motivate action, promote learning, and solve problems in non-game contexts.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, the researcher reviewed the literature on the use of gamification in teaching and learning English grammar. The researcher begins with a review of the concept of grammar, English language teaching in Kenya, further describes the concept of gamification as a teaching strategy and compares and connects several definitions of the term that have been developed since its introduction. Moreover, the researcher examines the approaches used in teaching English grammar by fronting its pro and cons, in addition, examines various types of gamifications that can be employed in the teaching and learning of English grammar as well as the advantages and challenges of using gamification in teaching and learning English grammar. Moreover, the researcher looks at gamification and behavioural perspective, Other Methods that can be used to improve English Grammar, and lastly the researcher ends with the conceptual framework.

2.1 Concept of English grammar

Grammar is defined as a generalization in linguistics features, which forms a system of the language (Kapatsinski, 2014). English grammar teaching has long been viewed as critical to a person's capacity to use language, a thorough grasp of grammar and terminology leads to a good understanding of any reading, writing, speaking, and listening activity. Learning English grammar rules and having a strong understanding of grammar are both facilitated by learning English grammar (Hmedan & Nafi, 2016). Students' achievement in learning English grammar improves when teachers use the appropriate grammar teaching technique. It does, however, have an impact on students' attitudes regarding English grammar. That, in turn, is dependent on the students' level, age, and the teaching method employed (Hmedan & Nafi, 2016).

Furthermore, many teachers believe that teaching English grammar separately is counterproductive to students because they only learn how language is structured, and when given grammatical rules, students frequently perform well. However, when they write or talk, the students make grammatical or even unnecessary errors (Widodo, 2006).

2.1.1 English Language Teaching in Kenya

Most language teachers in Kenya have found teaching English grammar in secondary schools to be difficult over the years, mainly because most grammar books portray English grammar teaching in terms of rules that the student is supposed to memorize and duplicate in communication.

Students in Kenya commence their English language education with ear training to recognize English sounds (basic listening skills) and teach the proper articulation of sounds, words, intonation, and stress. They are also taught to decode by recognizing phonemes and words (basic reading skills) as well as scripting the alphabet, word construction, and sentences (initial writing skills). These fundamental abilities are required for communication in the language, and the first two years of primary school are spent gradually sharpening these abilities while also developing vocabulary. Kenyan learners are required to respond to basic stories read to them, read simple stories, and write responses to simple questions regarding the stories they hear and read by the third year, using the abilities they learned in the previous two years (KIE, 2002a) as cited by (Roy-Campbell, 2015). They should be ready to learn the school curriculum in English by the end of the third year.

The Kenyan high school English curriculum takes an integrated approach to teaching English, combining literature and language skills instruction. It emphasizes the four domains as well. Pronunciation drills and listening comprehension activities, as well as oral literature, with role-play, debates, and presenting of oral reports and drama, are emphasized for listening and speaking. The emphasis of syntax is on assisting students in understanding how language functions and is utilized in various settings. Reading is focused on literary texts, whereas writing is focused on assisting students in developing their thoughts clearly and effectively utilizing the grammar they have learned (KIE, 2002b) as cited by (Roy-Campbell, 2015).

High school students continue to struggle with English as a language of instruction, necessitating the development of a new approach for teaching English, both in teacher education programs and in secondary schools, to meet the diverse needs of students learning English as a second language (Roy-Campbell, 2015).

Additionally, all the school subjects in Kenya are taught in English. However, the performance of Kenyan Secondary school students in Kenya Certificate of Secondary Education (KCSE) in this subject especially English Paper Two which has the grammar component is not encouraging (Njuguna, 2012).

Figure 2 below portrays the Form four learners' results at the end of Kenya Certificate of Secondary Education English Paper Two exam from the year 2015 to 2019. The graph indicates that the performance of English Paper Two, which has the grammar component has been fluctuating and the mean score is below average. There was a declining trend in performance in the years 2015-2016, with a significant drop in the year 2018. However, in the year 2019, the performance improved.

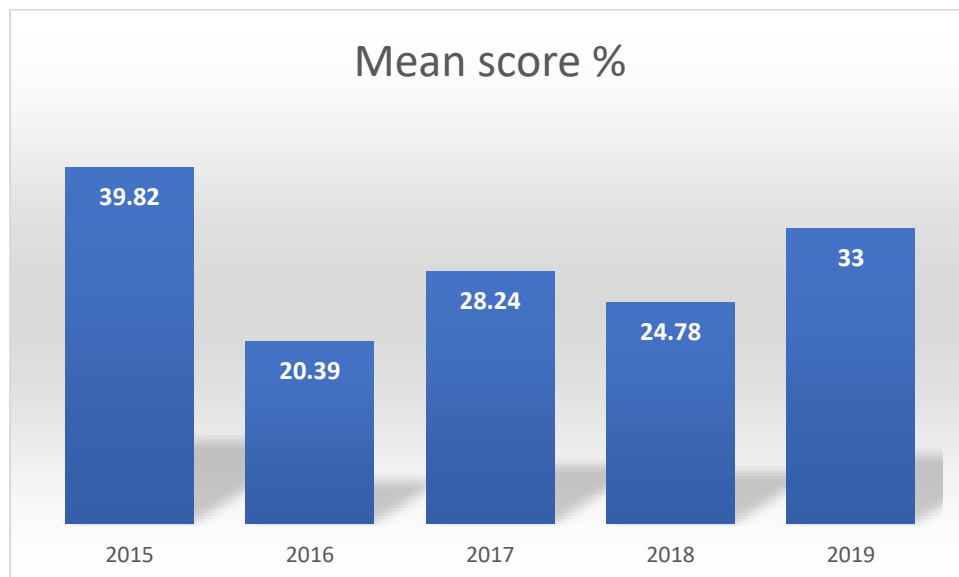


Figure 1: KCSE English National Performance in the last 5 years

Source KNEC, 2020

The teachers of English, particularly in the setting of EFL, may benefit from understanding some different teaching methodologies for teaching English grammar so that they can incorporate grammar or structure into other language skills, ultimately achieving the goal of language learning (Widodo, 2006). Therefore, the proposed gamification technique is expected to provide teachers of English with a new approach to teaching English grammar in secondary schools in Kenya. The potential of gamification for teaching and learning English grammar has been demonstrated in the literature.

2.2 Concept of Gamification

It is crucial to be prepared to tackle the demands of the times in today's fast-changing modern technological world. To work effectively in the future labour markets, the world of education is today confronted with the need of instilling digital competency and twenty-first-century skills in all learners. As a result, gamification has been included in the educational system in the hopes of sharpening essential skills among students (Yunus et al., 2021).

Nick Pelling, a British-born multiprocessor programmer, invented the word "gamification" in 2002, and by 2015, it had become a well-known feature (Khaitova, 2021). The researcher begins by recognizing that as a result of technological, cultural, and social changes, several scholars have explored gamification through diverse lenses and their academic viewpoints have contributed to its better comprehension.

As a result, as this section progresses, the researcher analyses these evolving definitions. Deterding et al. (2011), for instance, view gamification as “the use of game design elements in non-game contexts” (p.9). On the other hand, in contrast with Deterding et al, Zichermann and Cunningham (2011) view gamification as changing the way of thinking and using some gaming rules to increase the interest of learners and to solve problems. Though Zichermann & Cunninghams’ definition of gamification extends the fact that learners’ interest is increased. This interest may, therefore, be inductively looked at as interest in English grammar as has been situated in this study, their definition arguably overlooks how this interest is developed in a classroom situation. Therefore, in a bid to examine how learners’ interest is developed in the learning environment, Kapp (2012) defines gamification as the integration of game-based mechanics, aesthetics, and game thinking to engage people, motivate action, promote learning, and solve problems in non-game contexts.

Undoubtedly, Kapp’s viewpoint on gamification is quite detailed. in comparison to other scholars, Kapp adds an element of engagement, motivation, and promoting learning which is attributable to promoting learners’ interest in English grammar due to the interactive nature of gamification. Therefore, gamification is a concept aimed at maintaining an active learning environment by meeting students' needs, desires, and interests, and maintaining their involvement and motivation throughout the learning experience, since we now live in a time when students have

grown up as digital natives. In a bid to examine learners' emotions in the learning context, Surendeleg et al. (2014) consider education gamification as the use of gaming features in education to make it more relaxed, enjoyable, and comfortable for students.

As a result of these dynamic and diverse understandings, the researcher used Kapp (2012) conceptualization in this research that involves gamification as the integration of game-based mechanics, aesthetics, and game thinking to engage people, motivate action, promote learning, and solve problems in non-game contexts. The definition is adopted in this study since, in contrast to business applications, the pedagogical application of gamification to encourage grammar learning is stressed. Second, digital game mechanics are highlighted, including but not limited to badges, points, levels, and leader boards. Third, there's a mention of game dynamics, which are concerned with game elements that allow learners to interact socially in teams while playing the game. In addition, as possible gamification outcomes, engagement, and motivation towards learning English grammar are included in this concept. Lastly, the emphasis on critical thinking skills, which are necessary for learning English grammar and could partially be promoted by gamification (Alsawaier, 2018).

As a result of the aforementioned, we can appreciate the fact that new technologies have a significant impact on all areas of society, including education. The development of educational technologies like gamified activities compatible with social distance has become a crucial strategy in a time interrupted by coronavirus pandemic 2019 (COVID-19), as millions of students were restricted to reduce the spread of the pandemic and all educational institutions were locked down (Nieto-Escamez & Roldán-Tapia, 2021). This study examines the idea of utilizing gamification as a method in teaching English grammar since it is an emerging trend in education that has a significant impact on the way we teach and learn English grammar.

2.3 Teaching and Learning Approaches in English grammar

The foundations of well-known teaching techniques in grammar are inductive and deductive approaches (Mallia, 2014). Teachers use these techniques in a variety of ways, depending on their personal choices (Hmedan & Nafi, 2016). This is due to the fact that each strategy has its own strengths and purposes when it comes to

grammar teaching and exercises (Allahyar & Ramezanpour, 2011). In each approach, various techniques are used to make a grammatical task successful. However, each method has advantages and disadvantages when it comes to teaching and studying English grammar. These two approaches will be discussed below:

2.3.1 Deductive Approach

Traditionally, grammar is taught deductively (Allahyar & Ramezanpour, 2011). This usually entails the teacher providing language rules, explaining how new structures are produced and breaking down their components, and displaying the types of situations in which they may be utilized (Al-Kharrat, 2000). Learners are gradually introduced to examples demonstrating the meaning and application of the new grammatical structures before being asked to apply the rules in doing exercises or construct equivalent new sentences. Grammar translation and cognitive code teaching, for instance, are deductive teaching methodologies (Mallia, 2014).

2.3.1.1 Grammar Translation Method

A grammar-translation is one of the most successful ways of learning English as a second language since it concentrates on reading and translating sentences that illustrate grammatical rules. This approach was used to teach Latin and Greek as a second language a long time ago, but it was no longer recommended for a while until it was revived in the 19th century by Germans as a preferred way once more (Aqel, 2013). Translation becomes a viable language practice tool for many learners when it is integrated strategically and imaginatively into a language learning program. When the translation is included in daily classroom activities, it can assist students to grow and improve their reading, speaking, writing, grammar, and vocabulary skills. Translation in foreign language classes helps students comprehend the structures of the two languages and improves their translation abilities (Dagilienè, 2012).

2.3.1.2 Cognitive Code Teaching

Cognitive code looks at students or learners as thinking beings who learn based on their learning experience. A cognitive aspect has also had a significant impact on language acquisition aspects. Knowing the students' mental states and requirements can assist the teacher in assisting students with their deficiencies, particularly in grammar (Juita, 2014).

The deductive method is usually employed with adult learners (Hmedan & Nafi, 2016). However, this approach has been faulted by some students, especially younger ones, also, starting the lesson with a grammatical presentation in the deductive approach may be off-putting. Another disadvantage of this approach is that since grammar explanation promotes a teacher-centered transmission-style classroom, it will impede student participation and engagement immediately (Allahyar & Ramezanzpour, 2011; Hmedan & Nafi, 2016).

The researcher, albeit reluctantly, agrees with the opposing viewpoints presented here. According to the researcher's opinion, the novices and ESL students can benefit from a deductive approach since learners are taught rules to follow and are allowed to do so. The rule and through scaffolding, the teacher provides the required support. Thus, the researcher believes that to assist the ESL learners, although rules may be presented, teachers and students should avoid depending too heavily on the deductive approach.

2.3.2 Inductive Approach

Inductive teaching is a bottom-up method that empowers students to take charge of their learning. Instead of grammatical rules given, carefully selected materials demonstrating how to utilize the target language in a situation are provided. As a result, learners must infer grammatical rules on their own from real-world language experiences (Mallia, 2014). Audio-lingual, total physical response, silent way, and Communicative language teaching are essentially inductive teaching methodologies (Mallia, 2014). Inductive grammar learning is common among native English speakers who can produce grammatically accurate utterances but are unaware of the rules that govern them (Silvia, 2004).

2.3.2.1 Total Physical Response Method

The total physical response technique requires students to listen to a command in a foreign language and respond with physical activity. Two learners, for example, will sit on either side of the teacher. The teacher may say *tate* in Japanese, and the students will immediately stand with him. The training starts with simple one-word utterances, but within thirty minutes, the morphological and syntactical complexity of the commands increases (Sariyati, 2013). Before attempting to develop verbal language, the students attempt to comprehend the sounds of language. Physical

movements or activities are used to teach them. The teacher should not start with abstract words to make them easier for the students to understand (Gulsanam & Farangiz, 2021).

2.3.2.2 Audio-Lingual Method

The audio-lingual technique, like any other way of teaching foreign languages, is distinguished by the order in which language abilities are taught as follows: listening, speaking, reading, and writing. According to this order of skills, a student must first listen to a language before developing any other skills. Sequencing is vital in teaching structural patterns, which are taught one at a time through the use of repetitive drills. Teaching students the basic English sentence pattern of subject-verb-object is an example of teaching structure through drills. While the students were listening, the instructor would speak a statement and repeat it multiple times. The pupils would next be asked to repeat the statement, either individually or in groups, paying special attention to pronunciation. Positive reinforcement follows successful reactions. One significant benefit is that it emphasizes aural-oral skills. The major drawback of the audio-lingual method is that it is boring and tiresome for students. It does not capture their interest, and students quickly discover that the repetitive drills are mechanical and uninteresting (Abu-Melhim, 2009).

2.3.2.3 Communicative Language teaching

According to Mondal (2012), Instead of teaching students a set of grammatical rules and incomplete word uses, Communicative Language Teaching focuses on teaching, learning, and using language as a communicative tool. This method helps students to practice language independently and improve communicative competence in a variety of activities by emphasizing the important role of students as well as the practicability of language. One disadvantage of this approach is that the emphasis on correcting pronunciation and grammar errors is insufficient using this method. This is because there's too much emphasis on content over form (Thamarana, 2015).

Inductive approach, in my experience as a teacher of English, is quite beneficial since the cognitive depth of learners is utilized. Nevertheless, the method takes the teacher a long time to implement since it requires learners to have the correct understanding of the rule and may place a greater emphasis on teachers when

it comes to lesson planning. The technique may frustrate learners who prefer to be told the rule because of their particular learning styles or previous learning experiences or both (Hmedan & Nafi, 2016).

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2.4 Types of Gamification in teaching English Grammar

This section presents the findings of some studies on the types of gamification used for teaching and learning English grammar. According to Carvalho (2015), as cited by Junior (2020), each gamification application's purposes can be classified based on their intended usage and instructional purpose. The purpose of this study is to look into those types of gamification that can be used to teach and learn English grammar.

2.4.1 The Quizziz

According to (Zhao, 2019), Quizziz is a game-based educational app that allows for simultaneous multiplayer activities and turns classroom boring grammar exercises into a more participatory and enjoyable experience. When students use Quizziz, they may apply what they've learned in class to their own technological devices.

In Creating and starting the quizziz game, a variety of formats, such as true or false, multiple-choice, and so on are used. To use the platform, the language teacher must first go to <http://quizziz.com> and create an account (or log in if they already have one) by clicking the sign-up option. The system will include some pre-made tests - quizzes (created by other users), making it easier for teachers to use quizzes in the classroom, as well as the option to create customized questions. After developing a quiz, teachers can use it in the classroom by incorporating direct involvement (live

game) or assigning homework by setting aside a certain day and time to complete the tasks. Teachers have the option of making their quizzes public or private Zhao (2019).

Zhao (2019) states that teachers can start a Quizziz game in a class by sharing a game code (automatically produced by the website) with students, who can easily enter the game code and join the game on their mobile devices on the joinmyquiz.com website, Quick feedback in the form of a meme displayed on the screen is offered for each question. If the answer is accurate, funny visuals appear with comments like "excellent work" or "try again" if the answer is incorrect. The memes entertain the students, making them feel at ease and eager to answer the next question. Quizziz incorporates game elements like avatars, music, memes, and environments, into the learning experience, making it more enjoyable.

Finally, when all the students or teams have finished the quiz, the teacher can stop the game. Students can review all the quizzes and ask questions. Teachers may simply highlight important questions and aid students in identifying where they need to improve based on the correction rate. Teachers, on the other hand, can keep track of the entire procedure and get the student progress report once the test is finished, allowing them to assess each student's or teams' performance (Junior, 2020).

2.4.2 The Kahoot

Kahoot is a simple to use application that allows language teachers to build quizzes with an English-language interface. Teachers must create a simple gaming environment on Getkahoot.com which allows them to create a free account (Kohnke & Moorhouse, 2021). After signing up, games made and shared by other users are visible. Kahoot games that have been approved can be utilized in classroom activities, the user can pick between a quiz, a chat, or a survey. Multiple-choice questions with two to four responses and prompts with text or images may be used in quizzes (Kohnke & Moorhouse, 2021). The English grammar Quiz is given a name, and the teacher is taken back to the home screen, where the answers are inputted. The time is set after the questions are added, and the settings are turned on. The key audience and language divisions are chosen. After clicking done, the quiz is ready to be taken.

The program is completely free and easy to enroll. Students can be asked to play during in-person sessions or remotely using a unique code on an internet-enabled

device. There are two game styles in Kahoot: team versus team and player versus player (Kohnke & Moorhouse, 2021). When attempting to log in, Students whose nicknames appear on the board have a higher level of engagement. As a result, there will be a higher level of active participation. Students use the Kahoot app to press a button for the correct answer to a question that was prepared ahead of time and projected on the board using an internet-enabled device (e.g., a tablet, laptop, mobile phone, etc.). Every accurate answer earns the student a point. When a classroom activity is well-prepared, students are more inclined to participate, and classroom motivation increases (Bicen & Kocakoyun, 2018).

2.4.3 Mentimeter

Mentimeter is an online audience response system that invites students to participate in interactive learning (Wong & Yunus, 2020). Students might use Mentimeter by entering a six-digit code to get access to pages supplied by their language teachers and begin sending responses. Mentimeter can be utilized by students in class if they have access to the internet and can engage students in real-time. The Instant feedback, suggestions, and conversation outcomes might be obtained. It is a very useful tool for both teachers and students, it is free, and it does not require any further downloads or installations (Puspa & Imamyartha, 2019). Mentimeter encourages collaborative learning by allowing students to share their ideas on English grammar by posting them on the same page (Lindstein & Zachrisson, 2015). Also, students who are completely out of ideas or have a poor level of proficiency might refer to their peers' feedback and try to express themselves. As a result, Mentimeter is an efficient tool for use in education, particularly in the study of English grammar (Puspa & Imamyartha, 2019).

2.5 Importance of gamification as a grammar teaching strategy

Gamified learning has been proven to be useful in improving English grammar in past studies. When employed in ESL lessons, gamification has a high pedagogical value, offering language teachers with numerous benefits to using gamification in the classroom as follows:

Harrold (2015) determined that, with gamification, high achieving students improved their learning habits and increased their ability to solve complex problems without guidance. Gamification had a positive influence on average student motivation, psychological outcomes, and behavioural outcomes. Moreover, gamification in learning environments positively influenced low achieving student motivation, interest, and active participation since students can see where they stand and compare their results and achievements to their colleagues. Leader boards encourage competition between learners and motivate them to be more active participants in the learning process.

The inherent interaction of games is also regarded to increase students' participation and engagement in the learning process. Barata et al. (2013) researched how gamification might be utilized to boost student engagement in a Portuguese college, the findings showed that Students were much more proactive and participative in their gamified course, and their attention to reference materials was positively influenced, implying a deeper level of engagement. These findings concur with Leaning (2015) who adds that students actively participate in learning through games in the language classroom, which provides a firm foundation for learners to study English grammar efficiently and positively. Suo et al. (2018) also found out in a study that during playing the Quizziz game, all students were active in answering questions and were more concentrated on the topic and showed a positive attitude towards Quizziz as an online teaching and assessment tool. Gamification is essential and unique in supporting students' learning because of its ability to engage learners in a variety of learning activities. Learners have time to use their thoughts when engaging in gamification, which allows them to develop creative ideas and understandings. Teachers are encouraged to utilize gamification pedagogy in the classroom to encourage children's participation and, as a result, improve their academic achievement.

Moreover, students will learn more effectively, attentively, and completely focused if they are motivated (Ismail et al., 2018). Rewards in gamification such as badges and grades, boost extrinsic motivation which motivates the player to win and defeat others (Ismail et al., 2018). For instance, Quizziz and Kahoot motivate learners to study by allowing them to compete with one another through viewing a live

ranking of their performance on the leader board which encourages them to study. Learners prefer to use Quizizz and Kahoot instead of paper for in-class exercises (Zhao, 2019). However, this is inconsistent with the findings of Hanus and Fox (2015) who reported that since there was no clear link between game mechanics, motivation, and engagement tools, students were unable to motivate and engage in the learning process, as a result, it is strongly recommended that different stakeholders, including students themselves, be involved in the design process to understand their ideas and preferences that work for them to achieve a favourable outcome in gamification. Therefore, a teacher needs to select gamification methods, as well as teaching and learning materials, that are tailored to their students' requirements and interests (Harackiewicz et al., 2014).

Gamification elements like points, badges, and leader boards, turn boring English grammar tasks into enjoyable experiences (Faiella & Ricciardi, 2015). Zhao (2019) in his study established that students agree that conducting in-class exercises using Quizizz is enjoyable, helps them review course materials, and rekindles their interest in learning. This feeling of fun is created in the players through their sense of success, a sense of discovery, the satisfaction of completing a level or simply winning a game, and being awarded points and badges, which is motivating to students to study English grammar. This is based on operant conditioning by Skinner who denotes learning in the sense that behaviors can be reinforced by rewarded responses (Ahmad et al., 2019). For many students, the enjoyment in a gamified setting comes from solving problems and overcoming challenges while thinking critically, fun can help you learn more effectively (Alsawaier, 2018).

Additionally, the importance of feedback in learning cannot be overstated. The more frequent and specific the feedback, the better the learning will be (Kapp, 2012). For instance, the Quizizz, Kahoot, and Mentimeter game can be used at the start of teaching to ensure that student's prior knowledge is verified and on the other hand, the language teacher can keep track of the entire Quizizz and Kahoot process and get the team or student progress report using an Excel spreadsheet once the test is finished, allowing the teacher to assess each student or teams performance (Junior, 2020). This feedback makes the language teacher plans on whether to do remedial or give learners extra work in case they did not understand the content taught, on the

other hand, it gives the learners the impetus how well they understood the English grammar concept taught. Continuous, timely, and relevant feedback can help students learn more effectively (Faiella & Ricciardi, 2015).

Furthermore, Rao (2014) as cited by (Hashim et al., 2019) stresses that when students play games, they learn more vocabulary and the correct structures of English grammar. This argument is supported by Junior (2020) who points out that the usage of gamification in the classroom can raise student attention while also helping the understanding of digital resources and theoretical aspects like grammatical concepts that would be more difficult to comprehend if those technology devices were not used. This understanding is because students actively engage and collaborate in teams which leads to the understanding of the grammatical concepts.

Moreover, teaching through gamification is a student-centered strategy in which the student is more independent, and the teacher serves as a knowledge guide rather than a knowledge conveyor (Rabah et al., 2018). Teachers should keep up with the ever-changing knowledge economy to ensure that students get the most out of their education. With the advancement of technology, there is a strong conviction that learning may be enhanced through the use of games. As a result, gamification can help learners learn independently while also improving their language skills (Wiggins, 2016).

Also, gamification can be used to teach 21st-Century-skills such as creativity, critical thinking, communication, and collaboration useful for the twenty-first-century learner in any grammar classroom environment (Fischer & Barabasch, 2020). Brainstorming and refining ideas, soliciting multiple perspectives, and implementing innovations are all 21st-century skills for creativity and innovation in gamification. This literature concurs with Socio-Cultural Theory by Lev Vygotsky which states that the development of human cognitive and higher mental function is influenced by social interactions (Hall, 2007). These skills are important to prepare the learners for the future competitive markets. A 21st-century educator must turn a classroom into a digital learning environment. This real-world experience makes the learning of grammar meaningful to the learners as they can relate to what they know.

Finally, when gamification is applied to schooling, the possibilities for immersive, self-paced, and lifelong learning multiply dramatically. Fun hooks students, who are subsequently rewarded with skills and knowledge (Arnold, 2014). With the proliferation of smartphones and tablets, laptops, and desktops, no longer are computers and flat screens the only ways to interact with opponents online, making gaming a portable activity that may take place in a variety of locations (Arnold, 2014). The Quizziz, for instance, can be used by the teacher to give learners for in-class activities and also for homework.

2.6 Factors that hinder the use of gamification in teaching and learning English grammar

Gamification faces several obstacles that prevent it from being used as a technique of teaching and learning English grammar in an educational setting as described below:

First, the lack of ICT skills among teachers is the most significant barrier to gamification integration in educational processes. For instance, Githua and Ng'eno (2020) study looked into the impact of teachers' personal qualities on their attitudes toward ICT integration in Nakuru Town East Sub- County, Kenya, the findings established that teacher factors (experience, qualification, and ICT training) were found to be strong predictors of teacher attitudes for integrating ICT in teaching, this factor of lack of skills, knowledge, and competence makes gamification adoption in most of the Kenyan schools difficult which is proved by scanty literature on gamification in Kenya since most of them lack Technological Pedagogical Content Knowledge (TPACK) necessary for gamification adoption (Figg & Jaipal-Jamani, 2018).

Furthermore, according to Dicheva et al. (2015), one of the most significant barriers to incorporating game elements into teaching is a lack of adequate technical support. As a result, the creation of software tools that can effectively support gamification in a variety of educational situations will contribute to a larger-scale adoption. Teachers appear to require organizational support (including Teacher Training Programs) to overcome these obstacles of lack of expertise regarding gamification (Sánchez Mena & Martí Parreño, 2017).

Moreover, insufficient time to create gamified classes is the factor that hinders the use of gamification techniques in the teaching and learning of English grammar (Sánchez Mena & Martí Parreño, 2017). This assertion is supported by Azmi (2017) who states that appropriate ICT use in English language teaching in particular gamification delivery, necessitates appropriate training and pedagogical planning which requires a lot of time. Teachers in Kenya are under pressure from the administration to adhere to the academic curriculum and syllabus coverage, this is because, from the researcher's experience, of a belief that the usage of gamification is not explicitly stated in the curriculum or syllabi. This means that the traditional English grammar style of rote learning and lecture method of teaching is still used for the majority of teaching and learning activities in Kenya.

Lastly, according to Sánchez Mena and Martí Parreño (2017), in a study to investigate the major factors that hinder the use of gamification, the findings revealed a lack of financial support in buying computers and installing internet. Since most schools are located in rural areas with poor economic backgrounds, lack of resources is a major challenge for schools to implement technological innovations in the classroom. For effective gamification to take place, technology requirements are necessary since many gamification assume up-to-date equipment such as computers and phones which many schools often don't have. Zuhriyah and Pratolo (2020) note that Quizizz can only be used if you have access to the internet.

2.7 Gamification and behavioural perspective

Learning, according to behaviorism Operant conditioning by Skinner, happens when a behavioral change occurs after stimuli are presented (Ahmad et al., 2019). The system of reward and punishment in learning represents behaviorism based on operant conditioning by Skinner, it denotes learning in the sense that behaviors can be reinforced by rewarded responses. According to Bejjar and Boujelbene (2014), in gamification, a score is given for achieving the desired learning outcomes, in this instance English grammar acquisition. The Score can be used to measure learning performance since it rewards learning achievement like for instance in gamification elements like points and badges are awarded to learners who answers the English grammar quizzes successfully, therefore the score indicates the achievement, hence leads to positive reinforcement which motivates the learner to study English grammar,

but those who fail to answer correctly are not awarded the badges but given a chance to retry (Bejjar & Boujelbene, 2014). Continuous, timely, and relevant feedback can help students learn more effectively (Faiella & Ricciardi, 2015).

2.8 Other Methods that can be used to improve English Grammar

2.8.1 Brainstorming

Malkawi and Smadi (2018) conducted a study to determine the impact of employing the brainstorming technique in the teaching of English grammar and to raise the English grammar proficiency of sixth-grade students in Jordanian public schools. The study's findings revealed statistically significant differences between the experimental group, which was taught English grammar topics using the brainstorming approach, and the control group, which studied the same subjects traditionally at the same time. This is because using the brainstorming technique improves students' competencies and strengthens the good interaction relationship between the teacher and the students, as well as between the students themselves, which has a favourable impact on their English grammar success.

2.8.2 Teaching Grammar using Video

For L2 learners, authentic videos can make language learning, particularly grammar learning, more engaging, interesting, and fruitful. The study was carried out by Saeedi and Biri (2016), who looked into the impact of exposing students to an English animated sitcom as an authentic kind of multimedia when it came to learning conditional sentences. In addition, the students' attitudes toward employing such authentic multimedia in grammar instruction were studied in this study. The findings demonstrated the effectiveness of animated sitcoms in teaching conditional sentences, demonstrating their effectiveness in language teaching. The interview also revealed the participants' positive feelings regarding employing animated sitcoms in their English grammar lessons.

2.8.3 Teaching grammar using lesson study

In a study carried out by Collet and Greiner (2020), who researched revisioning grammar Instruction through collaborative lesson study: A New Apprenticeship of Observation. According to the findings, student participation and active learning through the manipulation of sentence strips increased students' engagement and enhanced their learning of English grammar. This suggests that providing opportunities for teachers to observe one another teach could be a powerful

learning accelerator. Furthermore, allowing teachers to reflect together on what they've seen appears to stimulate learning that goes beyond the classroom.

2.9 Conceptual Framework

The literature discussed above concurs with the Socio-Cultural Theory with Lev Vygotsky (1978) (Hall, 2007). This theory states that social interactions play a role in the development of the human cognitive and higher mental function and that individuals are drawn into the use of these functions in ways that develop and scaffold them through participation in social activities that require cognitive and communicative functions. Individuals are attracted to employ these functions in ways that nourish and scaffold their growth (Aimin, 2013).

Learning, according to sociocultural theories, is an active process in which the environment plays a crucial role (Hall, 2007). This can be seen with Rabah et al. (2018) who states that teaching through gamification is a student-centered strategy in which the student is more independent, and the teacher serves as a knowledge guide rather than a knowledge conveyor. Gamification as a grammar teaching pedagogy is based on the social-cultural theory that students learn better when they are engaged in activities that allow them to explore, discover, and own their learning, and thereby construct new knowledge (Kenneally, 2015).

When learners interact in the classroom environment when playing gamification in teams, they may naturally learn to collaborate and respect each other's opinions and ideas. Therefore, teachers should create a good social environment both within and outside of the classroom by being friendly to the learners which will enable learners to grasp English grammar content through gamification. English grammar assignments also should be relevant to the experiences that students have in their everyday lives (Ertmer & Newby, 2013). As a result, gamification may encourage learners to cooperate, engage, and utilize their creativity, and if learners are effectively supported and guided through gamification by the teacher, they may successfully develop an interest in English grammar and hence attempt to complete their English grammar quizzes on their own. Learners can develop new concepts in English grammar individually or in groups via gamification, where they can share ideas and strengthen their bonds, this leads to a positive attitude towards English

grammar, leading to knowledge in English grammar (Kapatsinski, 2014). These related concepts can be summarised by the conceptual framework below:

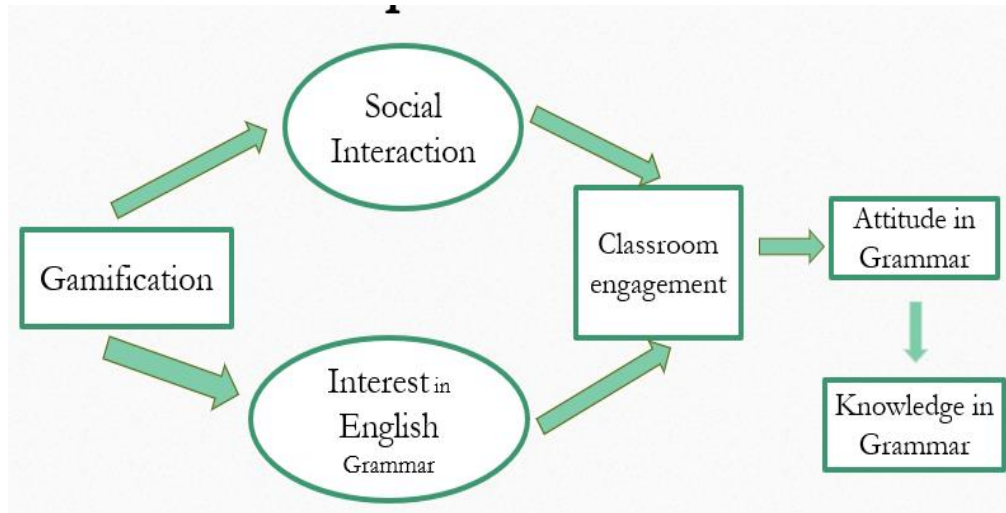


Figure 2: Conceptual framework

In conclusion, it is worth noting that as per a review of the literature, many studies have been conducted in western countries, but there are no studies on how gamification can help with English grammar teaching and learning carried in Kenya. This is an area that this study aimed to investigate.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes details of procedures and methods of data collection and analysis that the researcher used in exploring how gamification is used to teach English grammar. It includes the research approach, research design, research site, sample, and sampling strategy. Ethical consideration, and limitations of the study.

3.1 Research Approach

The study used a Qualitative research approach. This is an inquiry-based study of social issues that are performed in a natural context and reports comprehensive views of informants (Creswell & Creswell, 2017). The approach was appropriate for this study since the aim was to investigate the use of gamification in the teaching and learning of English grammar in the form two classroom in one of the secondary schools in which the teaching approach of gamification is applied. Furthermore, the approach allowed the researcher to gain a comprehensive and detailed description of the learners' from actual classroom interactions while using gamification to learn English grammar. The approach allowed the researcher to engage with the participants throughout the study, to gain a better knowledge of how gamification is used in the secondary school setting and how it assists learners to improve their grammatical skills. During the class observation on the use of gamification technique in the teaching of English grammar in the form two classroom, the researcher was able to observe the learning context and gained practical experience in the process of the study.

3.2 Research design

This study was conducted using a case study design. The design was selected due to the fact that few schools are using gamification techniques in teaching and learning English grammar in Kenya, in addition, there was a need to do an in-depth investigation of how gamification can facilitate teaching and learning grammar. According to Hancock and Algozzine (2017), case study researchers seek to get a deeper knowledge of occurrences and their implications for people involved through case studies. The descriptive design allowed for a thorough examination of the

subjects at hand. The case study design allowed the study to be done in the natural context of form two secondary school classroom since students at this stage have previously been exposed to several grammatical components of the English language in Form one. In a case study, the phenomenon under investigation is examined in its natural setting, which is defined by time and location (Hancock & Algozzine, 2017). Varied data sources were employed and therefore allowed for the exploration of various aspects of gamification in the learning of English grammar. These methods included Focus group discussion with the students, one on one semi-structured interview with the teacher, class observation, and document analysis. As a result, the researcher was able to collect a wealth of data about the use of gamification to develop grammatical skills in real-life situations (Cohen et al., 2018).

3.3 Research Location and setting

The study was carried out in a private secondary school situated at Changamwe Sub- County, Mombasa County in Kenya. It is a one-streamed school with a student population of 120. The researcher purposively chose the school for research for a variety of factors. Firstly, since the school is a private school that uses gamification in teaching and learning grammar which the researcher was interested to study it. In addition, the school was one of the beneficiaries of the Jielimishe Girls Education Challenge, an organization that supported girls' schools by equipping them with technological devices such as computers and laptops which made gamification as a teaching technique possible in this school. Lastly, the researcher chose the school because it follows the nationwide English syllabus and curriculum, which includes grammar as one of the areas that helps students enhance their speaking, listening, writing, and reading skills.

In addition, the research was conducted in a form two classroom since students at this stage have previously been exposed to several grammatical components of the English language in form one.

3.4 The population Sample and sampling procedure

This study had a target population of eleven participants. The researcher used purposive sampling in this study. According to Delice (2010), purposive sampling is selecting a particular section of the entire population deliberately. The researcher selected 10 students with the help of their respective teacher of English depending on

their different learning abilities which included; four high achieving students, three average performing students and, three under-performing students to have a representative sample for the whole class of 29 form two students. In addition, the researcher purposively selected one teacher who happened to be the only teacher of English in the school.

3.5 Data Collection Methods

The researcher employed four methods of data collection, namely observation, one on one semi-structured interviews, Focus group discussion, and document analysis. According to Creswell and Creswell (2017), collecting data involves proper identifying and selection of good methods of collecting the data for the study. The data tools that the researcher used were document analysis protocol, semi-structured interview guide for the language teacher, observation guide, and semi-structured focus group discussion guide for the learners. These varied methods helped to triangulate data as (McNiff, 2013) argues that data triangulation allows a researcher to examine data from many angles. Thus, the researcher used the following methods:

3.5.1 Interview

The researcher interviewed the teacher of English for less than 30minutes. For an effective interview, the researcher prepared a semi-structured interview guide for the teacher since they are flexible and adaptive (see Appendix F). The teacher of English permitted the researcher to voice record the interview using adobe audition 1.5 software which was installed on the laptop. The audio recorder kept a thorough record of the interview (Creswell, 2012). It was also important to use the interview guide to remind the researcher of the questions that the teacher needed to answer. The interview was done using the English language and the researcher wanted to learn more about how the teacher of English used a gamification approach to teach English grammar. The researcher was particularly interested in learning about the teacher's perception and the types of games he uses for teaching English grammar. In addition, the researcher wanted to know the benefits and challenges the language teacher encounters while he employed gamification in teaching English grammar.

3.5.2 Focus group Discussions (FGDs)

The researcher used focus group discussions which consisted of 10 students from form two class drawn from mixed abilities as a representative of the whole

class. The focus group discussion took about 30minutes. The researcher also sought the permission of the students to use an audio recorder during the interview using adobe audition 1.5 software which was installed on the laptop. According to Dana and Yendol-Hoppey (2019), the focus group discussion may be used to learn more about students' perspectives and can reveal how learners react to a new teaching approach. In order to understand how the learners, perceive gamification techniques while studying English grammar, this discussion assisted the researcher to get answers to the second research subsidiary question. To stay within the boundaries of the planned questions, the researcher additionally employed a Semi-Structured Focus Group Discussion Guide because they are flexible and adaptive (see Appendix G). Since all the students were conversant and comfortable with speaking the English language, the focus discussions were conducted entirely in English.

3.5.3 Document analysis

The researcher utilized document analysis procedures to analyse documents such as lesson plans, schemes of work, English curriculum, and form two syllabus. The document analysis protocol (Appendix I) was used to document the required data that was found and analysed in the relevant documents. The researcher was interested in looking at documents that dealt with gamification and English grammar concerns. The objective was to learn about gamification, pedagogical practices in English grammar, and the resources used in the teaching and learning of English grammar as suggested by the Kenya Institute of Curriculum Development (KICD), in addition, the researcher intended to see how gamification teaching techniques, practices, and resources the language teacher used, and the preparation from schemes of work and lesson plans.

3.5.4 Observation

During the research observation, the researcher had an opportunity to examine how the language teacher taught English grammar using the gamification technique. Observation is the technique of acquiring open-ended, first-hand information at a research site by observing people and places (Creswell, 2014). The researcher observed the classroom environment which consisted of seven laptops, one projector, and a smartboard. Observations were noted down in the Observation guide protocol (Appendix H) which was prepared and used during this observation process. The

researcher observed the language teacher introduce Indefinite pronouns by projecting them on the smartboard for class discussion, thereafter the language teacher introduced the Quizziz game to test the mastery of the content through teamwork. The researcher was able to observe how the learners were enthusiastic to participate in competing in the Quizziz game. The researcher observed how students played the game Quizziz which consisted of five teams comprised of five players per one laptop who answered questions about indefinite pronouns while competing with other teams, this made the learning of indefinite pronouns very interesting and exciting to students. The team's score after every attempt of the question was projected in relation to other teams' scores on the smartboard. Tallying of the score at the end of the Quizziz game showed the percentage accuracy that each team had in answering each question, it also showed the correctly answered question, incorrectly answered question, and those questions which were not attempted by each team. This feedback enabled the language teacher to identify which group understood the concept taught and which areas needed further clarification and assignments.

3.6 Data Analysis

Data transcription was undertaken as soon as the semi-structured interview for the teacher and semi-structured focus group discussion for the learners were completed. Qualitative data analysis is the process of adding order, structure, and significance to a large amount of data (Hilal & Alabri, 2013). After that, member checking took place. The researcher returned the transcript to the participants to confirm the clarity of the transcript data to avoid biases. Member checking entails a variety of procedures, such as returning the interview transcript to participants, which could improve data accuracy (Birt et al., 2016b). Then, the researcher analysed the content from the document analysis protocol, observation guide protocol, and semi-structured interviews. In addition, the researcher coded the data by assigning a specific label to each response that summarizes the major point that emerged from all the responses in respect to the research topic. The researcher developed the codes by picking exact words and relevant statements which linked with the research questions. Afterward, the researcher then put similar codes under their respective subsidiary questions, then tallied the frequency of the respective codes and generated categories that formed themes to address the research question.

3.7 Ethical Considerations

Ethical considerations include Processes for obtaining permission from individuals in positions of authority during collecting data (Creswell & Creswell, 2017). To commence with, the researcher received permission from Aga Khan University's ethical research council (Appendix J). Second, in Kenya, the researcher applied for approval from the National Commission for Science, Technology, and Innovation (NACOSTI) (Appendix K). After that, the researcher obtained permission from Mombasa County's County Commissioner (Appendix L) and County Director of Education (Appendix M).

Thereafter, the researcher went to the target school and identified herself and the study she planned to conduct there (see Appendix A). Then requested permission from the target school's principal to conduct the study (Appendix B). The teacher of English then signed the Ethical consent form (Appendix C). The principal signed consent forms (Appendix D) on behalf of the parents or guardians of the learners because it is a boarding school, the researcher was unable to contact the students' parents and guardians. Furthermore, they were teenagers, and obtaining their consent is unethical. The form two students signed assent forms (Appendix E) and they fully participated in the study.

The signed consent and Assent forms were then kept in a secure location. The researcher made certain that the participants' identities remained hidden in this report. and kept the data private by keeping the hard copy in a lockable locker and the soft copy in a computer with a password to protect the information.

3.8 Rigour and Trustworthiness

This was achieved through triangulation where the researcher used multiple data collection methods which included document analysis, semi-structured interview, focus group discussion, and observation to ensure the credibility of the study and to avoid biases. Furthermore, member checking was done whereby the researcher returned the transcribed notes to the interviewers after transcribing the audio-recorded data so that they could verify that the transcribed notes were the exact duplicate of what the respondents had stated. According to Birt et al. (2016a), Member checking is where participants are given data or outcomes to check for accuracy and resemblance

to their own experiences. Without member checking, the researcher may impose his or her own opinions and interests.

3.8.0 Limitation of the Study

The study was limited to a small sample of a private sub-county school, and specifically, in a form two classroom of 29 students, only 10 students were sampled for focus group discussion, so the findings and discussion are confined to only one school, the findings, however, could have beneficial implications for other populations with similar geographical and cultural backgrounds.

3.8.1 Assumptions

The researcher assumed that gamification is in place in the target school. Also, the researcher assumed that other teachers of English had started to adapt using the gamification technique in teaching English grammar.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.0 Introduction

The findings of the study on the use of gamification techniques in the teaching and learning of English grammar are presented in this chapter. The data for the presentation comes primarily from semi-structured interviews, classroom observation, Document analysis, and Focus Group Discussion. The presentation of the findings and discussions has been organized under the following themes: The types of games in gamification used to teach English grammar, benefits of teaching English grammar using gamification technique, challenges of teaching English grammar using gamification technique, and the participants' perspectives on the use of gamification in the teaching and learning of English grammar. To enable a concise presentation, illustrations, and discussion of the findings, these themes are further divided into sub-themes. For anonymity, the language teacher is given the pseudonym LT while the learners in the Focus group discussion are indicated as S1 to S10.

4.1 The types of games in gamification used to teach English grammar

The researcher started by seeking information from the language teacher to know the types of games in gamification used in the teaching and learning of English grammar. When asked during the one-on-one interview which types of games in gamification the language teacher considers most appropriate while teaching English grammar, this is what he said:

Quizizz is ok, I have used Kahoot for quite some time. You can use Mentimeter basically for the survey. Maybe give them a survey question they respond using their devices and they let you know some of the areas probably they have not understood and basically you can use it as a form of feedback. (Interview with LT on 15/09/2021)

The above findings resonate with Koppitsch and Meyer (2021) who state that Kahoot, Mentimeter, and Quizizz are examples of tools that allow language educators to design games in which students compete and earn points. From the above findings and literature, it is apparent that the Quizizz game, Kahoot, and Mentimeter are some of the examples of gamification used to teach English grammar. Furthermore, when

the researcher asked which type of gamification he uses most in his English grammar class, this is what the LT pointed out:

Quizizz has never disappointed me until I always issue assignments using quizizz, it does me good. There are a couple of ways in which you can gamify your lessons, but at the end of the day, I look at which one best suit my school (Interview with LT on 15/09/2021)

The study findings established that the language teacher mostly uses Quizizz games to teach English grammar, study finding also shows that not only gamification techniques can be used by the language teacher to teach English grammar effectively, but it all depends on the objective of the lesson, and the nature of the school. Similarly, during class observation, the researcher observed how the language teacher incorporated Quizizz in his English grammar lesson after introducing and discussing with the learners the lesson on Indefinite pronouns. The learners were then sub-divided into five teams which comprised of five to six players who competed against each other. The following is the Quizizz progress report of teams A, B, C, D, and E that played during the class observation. It indicates, the rank for each team, the name, the average time it took each team to answer the questions, the percentage accuracy, and the overall score out of the actual mark. (Observation, 15/09/2021)

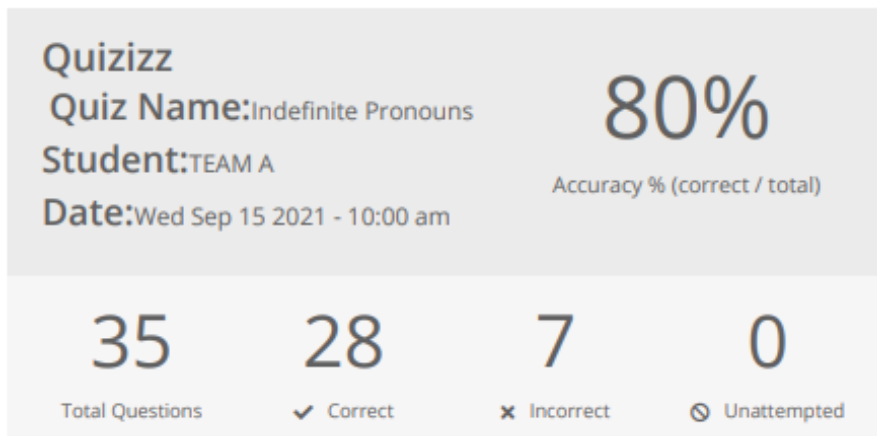


Players

Rank	Player Name	Avg. Time	Score	Accuracy	Correct / Total	
1	TEAM A	8 secs	27460	80%	28 / 35	
2	TEAM D	11 secs	23750	74%	26 / 35	
3	TEAM C	9 secs	22800	71%	25 / 35	
4	TEAM B	8 secs	22190	71%	25 / 35	
5	TEAM E	11 secs	20990	71%	25 / 35	

Figure 3: Quizizz overall teams score for indefinite pronouns

Moreover, below is the excerpt for Quizizz score for Team A on indefinite pronouns. It comprised of the teams' percentage accuracy of 80%, the correctly answered questions, incorrect questions, and unattempted questions. It is important to note that the researcher has not displayed all the team scores for Team A and the scores for teams B, C, D, and E for anonymity purposes.



Questions

No.	Question	Time Taken	Score	Response
1	At the trial, each of the witnesses told _____ story.	10 secs	910	✓ his or her
2	Many brought _____ own lunches.	6 secs	1180	✓ their
3	Someone canceled _____ subscription.	10 secs	900	✓ his or her
4	Is there anybody who will donate _____ time?	15 secs	700	✓ his or her
5	None of the students had _____ proper supplies.	13 secs	740	✓ their
6	Before the test, everyone can look at ____ book.	6 secs	1080	✓ his or her
7	Neither of the girls was in ____ place.	8 secs	1040	✓ her
8	Both of the boys inherited ____ mother's red hair.	6 secs	980	✓ their
9	Sooner or later, everybody must make _____ own decisions.	7 secs	860	✓ his or her
10	All of the vegetables the chef uses (come, comes) from his own garden.	9 secs	0	comes
11	Each of the children (was, were) giggling or laughing.	5 secs	0	were
12	Not everyone (knows, know) that Johnny Cash is dead.	7 secs	860	✓ knows
13	Several of the sparkplugs (need, needs) to be replaced.	9 secs	0	needs
14	Most of the boys (want, wants) to go hiking.	6 secs	1080	✓ want
15	One of the movies (take, takes) place in Egypt.	6 secs	1080	✓ takes

Figure 4: Excerpt for Quizizz team A score for indefinite pronouns

The above Quizizz game summary concurs with Rahayu and Purnawarman (2019) finding that Students receive quality feedback -fast, actionable, and complete

feedback based on their performance so that they can use it to better their work by reviewing, revising, and reshaping it. Also, with this feedback, the language teacher can measure the level of understanding of each team and decide on whether to give more assignments or reteach the concept taught.

4.2 Benefits of using gamification technique in teaching English grammar

In this section, the researcher presents findings related to the benefits of the gamification technique in the teaching and learning of English grammar. These findings seek to answer the question: what benefits are attributed to the use of gamification in teaching and learning English grammar?

4.2.1 Students' participation and engagement

The study findings indicate that the use of the gamification technique increases learners' participation in the English grammar classroom. For example, during classroom observation, the researcher observed the learners use laptops devices to participate in engaging classroom activities such as competing in five teams when playing the Quizziz game, whereby it was observed that all the students were involved in playing the Quizziz game in teams of five and were more focused on the answering of indefinite pronouns (Observation, 15/09/2021).

These findings were in line with Suo et al. (2018) who also found out in a study that all students were active in answering the questions and more concentrated on the topic and showed a positive attitude towards Quizziz as an online teaching and assessment tool. In addition, the face-to-face interview with the language teacher indicated that gamification increases learners participation while learning English grammar which helps them to enjoy the lesson, he further explained:

The learners of today are getting out of the use of the normal textbooks, they are used to that from the primary. Why don't we give them a different perspective in which they can learn? So, I believe with that they will be eager to see how things work. They will be able to participate, and you will find them, enjoying and having a passion for your lesson. (Interview with LT on 15/09/2021)

The above findings resonate with Leaning (2015) who asserts that Students actively participate in learning through games in the language classroom, which

provides a firm foundation for learners to efficiently and positively study grammar. This shows that the Quizizz game as a technique of teaching grammar is a powerful tool that makes students interact with each other in groups which makes the learners understand English grammar better by answering questions on grammar. This concurs with Barata et al. (2013) findings which showed that Students were much more proactive and participative in their gamified course, and their attention to reference materials was positively influenced, implying a deeper level of engagement.

4.2.2 Makes learning English grammar interesting and fun

The findings of the study show that the use of the gamification technique increases learners' interest and an enjoyable way of learning English grammar. Gamification incorporates a fun element that aids in changing students' attitudes toward learning. Fun can help you learn more effectively (Alsawaier, 2018). When the researcher asked how the learners find learning English grammar lessons and Quizizz game, the learners pointed out the following:

S1: Fantastic

S2: Interesting

S3: Enjoyable

S4: Exciting

(FGD, 15/09/2021)

In his study, Zhao (2019) established that students agree that conducting in-class exercises using Quizizz is enjoyable, helps them review course materials, and rekindles their interest in learning. However, an interview with the language teacher revealed that the students find grammar lessons boring when they are taught with traditional methods but when the teacher employs gamification, then the learners' interest in English grammar is aroused. The teacher testified as follows:

Most of them always feel that grammar is something technical for them, it takes a toll order for a teacher to make them love grammar. But through the employment of gamification an example of Quizziz and at the end of the day you will see them enjoying English grammar while in the same groups. (Interview with LT on 15/ 09/2021).

Similarly, during the interview, the language teacher had this to say:

It also makes the lesson enjoyable at the end of the day, a happy learner is a happy teacher and is a happy lesson. (Interview with LT on 15/ 09/2021).

Indeed, during the class observation, the researcher also observed how learners were enthusiastic and happy to learn English grammar using the Quizizz method through social interaction with each other in groups while competing joyfully against each other in the Quizizz game (Observation, 15/09/2021).

4.2.3 Understanding of the grammatical concept

Findings from the study established that adopting gamification pedagogy supports the learner in understanding and remembering the concept of grammar that enables the learners to perform well. During the interview with the language teacher, he emphasized how gamification leads to learners grasping the grammatical concept well, he had the following remarks:

English grammar requires specific ways of teaching because there are some concepts in the KNEC syllabus or rather curriculum that when you teach without the learners seeing what you are teaching, without the learners at least doing what you are teaching, then it becomes very difficult for them to understand, so that is why we teachers try to employ the use of slides, PowerPoint, at least when they hear you speaking and they see what you are providing at least there is some percentage they grasp the concept of grammar. Then when you include the seeing, hearing, and doing by use of quizziz game, they even grasp the grammatical concept more. (Interview with LT on 15/ 09/2021)

The above finding resonates with Rahayu and Purnawarman (2019) who stated that Quizizz for self-assessment has successfully increased learners' grammar understanding, according to the data, students with insufficient understanding of grammatical ideas benefited the most from self-assessment. Similarly, Suo et al. (2018) note in their findings that learners strongly agreed that they understand the grammar class faster once they play the game Quizizz. These findings on the impact of gamification technique on learners' understanding of English grammar show that using the pedagogy of gamification, learners are actively engaged in fun learning,

which allows for active engagement in learning activities. This active participation allows learners to develop both long-term understanding and long-term memory of what they've learnt.

4.2.4 Motivation

The pedagogy of gamification is effective in enhancing learners' motivation and engagement to learn, according to comments from study participants, the ability and power of gamification in increasing learners' motivation to study was emphasized the most. They go on to describe how a motivated learner performs well in schoolwork. One of the most remarkable replies came from the focus group discussion by the student who pointed out:

S1: For example, when you are in a competition and the other group win, so you feel that urge of next time winning, it motivates you to win. (FGD, 15/09/2021)

These arguments cohere with that of (Alsawaier, 2018) who states that gamification is a method of increasing motivation, engagement, and promoting desired learning behaviours in the classroom setting by incorporating elements from games. This competitive nature of the Quizizz game in the grammar class motivates learners which makes them study hard in English grammar thereby being able to perform well. Zhao (2019) also concurs with this finding by asserting that Quizizz also motivates learners to study by allowing them to compete with one another by viewing their live ranking on the leader board.

Moreover, during the focus group discussion, the learners also pointed out that they are motivated to do grammar class exercises using the Quizizz game unlike the traditional exercises on the paper since they find it easy and motivating to work in groups unlike individually, this is what some of them had to say:

S1: When you look at the papers as compared to the Quizizz you find Quizizz motivating and much easier.

S3: Unlike when given the paper, you find that most of the time you are doing it individually but with Quizizz you find that it is motivating because you are doing it in a team. (FGD, 15/09/2021)

The above finding resonates with Zhao (2019) who notes that learners prefer Quizizz over completing in-class exercises on paper; Quizizz is motivating and lessens their test anxiety. The fact that 21st Century learners love playing online games, they will always be motivated to play games, and if gamification is used as the pedagogy of teaching, it means that learners will also be motivated and so enjoy learning.

4.2.5 Feedback

Findings from the study established that adopting gamification technique pedagogy affords a teacher with an opportunity to get immediate feedback from the learners' performance in grammar. For instance, during an interview with the language teacher, when discussing the benefits of the Quizizz game as part of gamification, this is what he revealed:

When you use Quizizz at the beginning of the lesson you like trying to put a yardstick towards what you expect. The expectations in that lesson, So, if you use Quizizz to test Verbs, then they know that today's lesson will touch on verbs, after the session you give them Quizizz as an assignment they know that the teacher needs immediate feedback. (Interview with LT on 15/09/2021)

The above findings are well supported by (Junior, 2020) who states that Quizizz is typically given at the end of a class, but they can also be used at the start of teaching to ensure that students' prior knowledge is verified. This study findings and literature are important since feedback at the beginning of the lesson will help the language teacher to gauge the learning abilities of the learners on the content to be taught thereby assisting teachers in adapting and adjusting their teaching to meet the needs of their learners. The language teacher went on to explain during the interview the importance of feedback to enable the teacher to determine whether the learners have understood the content taught or more practice is needed. He further noted:

If the entire class has an accuracy of below 50, then you as a teacher it tells you something that whatever you did earlier on in terms of teaching them the concept, they did not get it, so it tells you that you need to re-teach this topic again, we need to give them more work. But if your accuracy for the entire class

is 80-90 then at least you know that they have grasped the concept and so on. Feedback is immediate. (Interview with LT on 15/ 09/2021)

The above findings were further illustrated in the actual class observation where the Quizizz game was played by the learners in five teams. The table below gives the Quizizz game summary Excel sheet provided by the Quizizz game app of the five teams which participated in the Quizizz game on indefinite pronouns during class observation. The feedback consists of the teams ‘rank and average score, percentage accuracy of question answering, and the average time each team took in answering the questions. (Observation, 15/09/2021)



Players

Rank	Player Name	Avg. Time	Score	Accuracy	Correct / Total	
1	TEAM A	8 secs	27460	80%	28 / 35	
2	TEAM D	11 secs	23750	74%	26 / 35	
3	TEAM C	9 secs	22800	71%	25 / 35	
4	TEAM B	8 secs	22190	71%	25 / 35	
5	TEAM E	11 secs	20990	71%	25 / 35	

Figure 5: Quizizz overall teams score for indefinite pronouns

The above feedback directly echoes with the argument of (Junior, 2020) in his explanation that teachers, on the other hand, can keep track of the entire Quizziz process and get the team or student progress report using an Excel spreadsheet once the test is finished, allowing them to assess each student's or teams performance as Quizziz transfers learners grades into an electronic or printed diary. The result summary above of percentage accuracy of 74% of the class performance on indefinite pronouns gave the language teacher feedback on how well the learners grasped the grammatical aspect of indefinite pronouns that he taught that morning during the class observation, and which group grasped the concept taught on indefinite pronouns. The feedback also gave the learners an impetus on how well they understood the indefinite pronouns taught in class and the action they needed to take to improve the teams' score since continuous, timely, and useful feedback can improve learning outcomes.

4.2.6 Acquisition of 21st Century skills

The study findings also show that the use of the gamification technique fosters the acquisition of 21st Century skills such as collaboration, communication, and problem-solving. These skills are further enhanced when the gamification technique is used in teaching and learning English grammar. This resonates with (Fischer & Barabach, 2020) (Fischer & Barabach, 2020) who found out that gamification can be used to teach skills such as creativity, collaboration, communication, and critical thinking useful for the twenty-first-century learner in any grammar classroom environment. During the focus group discussion, the learners had the following responses:

Researcher: Is there any advantage of using Quizziz to learn grammar?

S7: Unlike when given the paper you find that most of the time you are doing it individually but with Quizziz, you find that you are doing it in a group.

S8: It helps us in talking

S9: It promotes teamwork

S10: It promotes competition

(FGD, 15/09/2021)

The same is noted by the language teacher during the interview as follows:

There are several benefits of gamification, one, it brings out the collaborative nature of learners in class like what we did today, we put the learners into groups. You see you must choose one to operate the machine, then the rest are the brains see. So, there is some teamwork going on while they are participating in Quizziz.

The preceding findings resonate with (Junior, 2020) who points out that Quizziz also allows learners to work independently or in groups. As a result, encouraging students to collaborate is critical for forming stronger relationships, improving communication, and gaining knowledge together. This also concurs with the Socio-Cultural Theory with Lev Vygotsky which states that social interactions play a role in the development of the human cognitive and higher mental function (Hall, 2007). The gamification technique, therefore, is a tool or instrument for learners' successful learning, that encourages learners' discoveries and innovative ideas through playing.

4.2.7 Learners Performance

Similar to findings by Redjeki and Muhajir (2021), This study established that the use of gamification technique in the teaching and learning of English grammar enables the learners to improve in their performance of English grammar due to motivation and enjoyment. During the interview with the language teacher, when asked whether the Quizziz technique has changed the performance of grammar and consequently the English language, he has the following to testify:

In general, I will give facts and figures for 2018, after I introduced the gamification technique in teaching English grammar in 2016-2017, the learners were still getting used to it, so in the year 2018, we had a mean score of 4.3 in the Kenya Certificate of Secondary Examination (KCSE) in English, then the next year 2019, I also employed the use of gamification in the teaching and learning of English grammar and we had a mean score of 6.3, which was an improvement. Now in 2020, we had 6.4. So, we are currently number one in the Sub-County. (Interview with LT on 15/ 09/2021)

4.3 Challenges of using gamification

The findings revealed some of the challenges that hinder the use of gamification. As a result, the researcher was able to answer the subsidiary research question:- What are the challenges that hinder the use of gamification in teaching and learning English grammar?

4.3.1 Planning

Findings indicate that inadequate time in the planning of English grammar lessons using gamification techniques is a hindrance to the use of gamification in teaching and learning English grammar regularly. Gamification takes the language teacher a long time to design and implement successfully. For instance, during the interview with the language teacher, when discussing how many times he employs gamification in a week, this is what the language told the researcher:

I do use it, but not on daily basis, because there's a lot of time in planning, that involves coming up with the questions that suit the objectives of your lesson. So basically, in a week we can make use of them like thrice in a week because planning has to be done like one week to test the quizzes themselves to find the correct answer you know, to let them be aligned to the objectives of the lesson so at least thrice a week is good. (Interview with LT on 15/ 09/2021)

The above findings resonate with Sánchez Mena and Martí Parreño (2017) who asserts that Insufficient time to create gamified classes is the factor that hinders the use of gamification technique in the teaching and learning of English grammar. Azmi (2017) supports this assertion by stating that appropriate ICT use in English language teaching in particular multimodal delivery, necessitates appropriate training and pedagogical planning. The researcher was also able to observe the challenge of time to the use of gamification in a class context, whereby the researcher observed how the language teacher had to rush in delivering the grammatical content on indefinite pronouns for the class when introducing the lesson due to the limited time allocated of forty minutes for each lesson, before introducing quizziz game to test the mastery of the content taught. (Observation, 15/09/2021). The above observation concurs with (Shaenfeld, 2016) who asserts that many games do not lend themselves to being used in a school period style and require more time to be effective than is traditionally typically available.

Moreover, the scrutiny of the document analysis revealed that the language teacher's preparation of the schemes of work does not indicate activities relating to gamification in teaching English grammar but in the lesson observation, gamification is well captured in the teacher's lesson objectives and resources and instructional materials planned for relating to gamification. Moreover, the scrutiny of the English curriculum of secondary school did not have gamification as part of the technique for teaching English grammar. (Observation, 15/09/2021)

This shows that teachers who include gamification in their grammar teaching do so voluntarily but due to time constraints, the teacher does not include gamification in the schemes of work but only plans for gamification in the lesson plans when he finds time during the week to apply it.

4.3.2 Power and Internet failure

The study findings also established that lack of adequate power supply and internet connectivity are an impediment factor for successful gamification to take place in a language classroom. During an interview with the language teacher, when asked if there were challenges when using gamification while teaching English grammar, this is how he explained:

Yes, there are challenges. One, maybe in the middle of the lesson then power decides to take a leaf. Now, because the Internet will be down, your machines will be down the PowerPoint where the learners are seeing the performance (leader board) will be a blackout. So, you'll have to postpone that lesson. So, if you don't have a backup to that, then that will be the end of the lesson. So, it is basically hampered with the absence of electricity, if it happens in between the lesson then everything changes. (Interview with LT on 15/ 09/2021)

The above findings concur with Zuhriyah and Pratolo (2020) who argue that Quizizz can only be used if you have access to the internet. As a result, if the connection is poor, students will have difficulty joining the Quizizz session. Similarly, during the focus group discussion, when asked the challenges the players face when competing in the Quizizz game, one of the students (S1) pointed out the following:

During playing Quizizz, the laptop might shut down due to electricity failure so it will pull us behind in the competition.

(FGD, 15/09/2021)

Therefore, the findings and the literature that supports them concur and demonstrate that gamification is only possible in grammar class only when the school has stable internet connectivity and enough power supply. This finding explains the reason why many schools in Kenya do not utilise gamification techniques in teaching and learning due to the additional cost they must incur for installing internet and electricity supply.

4.3.3 Scarcity of technological devices

This study found that the use of gamification techniques in teaching and learning English grammar is limited due to a lack of technological devices. According to the study, technological resources must be available for gamification to be employed. If the resources are insufficient, it will be difficult for the teacher to teach and the students to gain. On discussing the challenges of gamification, the language teacher pointed out the following:

The scarcity of devices you know if you have fewer devices in school then it is not going to be effective because if one device is shared among 10-15 learners, the others almost eight out of the 10 will not be able to have a direct feel of that. (Interview with LT on 15/ 09/2021)

The above findings are well supported by Sánchez Mena and Martí Parreño (2017) who note that for effective gamification to take place, technology requirements are necessary since many gamification assume up to date equipment such as computers and phones which many schools often don't have. This means that for effective gamification to take place, schools need to equip the ICT laboratories or classes with enough computers to measure up with the number of students per class for each one of them to benefit and understand the concept being taught. Similarly, to emphasise the scarcity of technological resources and how it affects the learning of English grammar, during the interview when asked whether he issues assignments to learners using gamification technique, this is what the language teacher had to say:

When we issue them assignments back home, we find that some learners have challenges of doing the assignments because of the Internet and some parents do not have smartphones back at home. So, it is a bit of a challenge when we issue

them assignments at home, we don't get 100% attendance in terms of the attempt of assignments at least 80%. (Interview with LT on 15/ 09/2021)

The above findings reveal that most of the parents cannot support their children learning due to low economic backgrounds. This poses a challenge to teachers who cannot achieve their set goals and objectives for gamification in preparing the 21st Century learner in the future technologically competitive world.

4.3.4 Technological skills

Findings indicate that inadequate technical skills are a hindrance to the use of gamification techniques in teaching and learning English grammar. Teachers need to undergo pedagogical training to enable them to learn gamification before coming to apply it in their classes. When asked during the one-on-one interview how the language teacher came to learn about the use of gamification in the teaching and learning of gamification in the classroom, this is what he had to say:

I had enrolled in a Microsoft certified educator program where I met my fellow educators who were skilled in their ways and had a passion for ICT. All through the program, I discovered some of the new ways that we teachers can use and one of them was gamification. (Interview with LT on 15/ 09/2021)

The above findings resonate with Sánchez Mena and Martí Parreño (2017) who assert that teachers appear to require organizational support (including Teacher Training Programs) to overcome these obstacles of lack of expertise regarding gamification. Also, one of the learners in the focus group discussion pointed out that playing Quizizz in teams may be a challenge if all the team members do not have technological skills. This is what (S7) pointed out:

Playing Quizizz is difficult if in that group you do not have the skills to operate the laptop

This means that teachers must scaffold the learners in operating the computer for them to successfully play Quizizz and compete favourably with other teams.

4.4 Participants' Views

In this section, the researcher discusses the participants' views on the use of gamification. In doing so, the researcher responds to the question:- What are the

participants' views on the use of gamification in teaching and learning English grammar?

4.4.1 Retention capability

The study found out that the use of the gamification technique enables learners to remember and retain English grammar content. In addition, the outcomes of the participants' interviews were used to back up the study's findings. During the focus group discussion by the students, when the researcher asked them whether Quizizz helped them to understand English grammar, the following were their responses:

S3: the more you contribute in Quizizz, the more you remember.

S2: Maybe later a question comes which you did in the Quizizz, you remember what you discussed and wrote down.

S7: Like today we were learning about the indefinite Pronouns which I find challenging, but there is a question in Quizizz that had choices like everywhere, everyone, so you remember the answer because it is something. (FGD, 15/09/2021)

The above finding on learners remembering grammatical concept taught by the use of the gamification technique has also been confirmed by Bullard and Anderson (2014) who states that Playing the game made grammar enjoyable and assisted the learner in remembering the rules that they had misunderstood. Students recall things faster and more effectively in the casual, relaxed environment generated by employing games. Traditional methods of teaching English grammar through rote memorization of rules have been disapproved by gamification, teachers need to apply modern methods of teaching English grammar to enable learners to remember and enjoy learning grammatical concepts which many of the students believe to be boring. Redjeki and Muhajir (2021) assert that the grammar teaching methods have progressed beyond the memorizing of rules and is now more focused on challenging activities that require students to comprehend language structures, their meaning, and their application. After completing one round of the game, the students can review the questions and revise on their own. This helps individuals recall the content of the

course better, demonstrating that gamification is helpful in the teaching and learning of the English language.

4.4.2 Ease of use

The study found out that Quizizz as a gamification technique improves learners' ability to learn since it is easier to use while answering English grammar questions and therefore makes the learning of English grammar easier to learn. During focus group discussion, the learners had this to report:

Researcher: Is the Quizizz game easy to play?

S10: Ok, It Is easy to answer because you do not have to strain to search for the answer because the answers have already been provided

S8: It's easy because you only need to choose the correct answer.

S1: When you look at the papers as compared to the Quizizz, you find Quizizz is much easier.

(FGD, 15/09/2021)

The above finding is per (Zhao, 2019) who also found out that Quizizz is simple to use and using Quizizz to complete in-class tasks is preferable to conducting in-class assignments on paper and using Quizizz minimizes students test anxiety. This shows that the use of Quizizz as a gamification technique makes the teaching and learning of grammar very easy for learners to learn as it reduces the anxiety of learners failing to get the correct answer which discourages the learner, but since the learners collaborate in teams, and compare the given choices, it motivates them and thus makes the learning of grammar easy to grasp.

4.4.3 Learning Process

The study findings further show that the gamification technique enhances the learning of English grammar. During the interview with the language teacher on how he perceives gamification technique while teaching English grammar, he had this to say:

I believe gamification bridges the gap towards a better understanding of the grammatical concepts you put in the class. (Interview with LT on 15/ 09/2021)

Similarly, this is what the learners had to say during the focus group discussion about their perception of the gamification technique:

S5: It enables me to know the right answer through teamwork.

S8: It helps us in talking.

S10: It helps me in passing the exams

The findings directly echo with the argument of Navaz and Sama (2017) who claims that grammar is linked to the four skills of writing, speaking, listening, and reading, it is essential for language competence development. As a result, accurate mastery of those abilities necessitates a thorough understanding of language. From the above views on gamification, it is apparent to note that the findings and the literatures that support show that gamification is a means or vehicle for learners successful learning, a learning tool that is efficient in developing and improving learners' linguistic competence. The use of gamification in language class offers a chance to practice the language in context leading to success.

CHAPTER FIVE

SUMMARY OF KEY FINDINGS, IMPLICATIONS RECOMMENDATIONS AND CONCLUSION

5.0 Introduction

This study aimed at exploring the use of gamification in teaching and learning English grammar. The study's key findings are presented in this chapter, in addition, the researcher discusses what implications this study has for educators, and especially teachers of language. The researcher further makes recommendations for research and practice based on the major findings of the study. Finally, the researcher concludes the report by making a summary of the whole study.

5.1 Summary of the key study findings

In this section, the researcher provides an overview of the study's most important findings. During the presentation in this chapter, the researcher focused on the significant themes and findings that arguably stood out throughout the research.

5.1.1 The types of gamification used to teach English grammar

The study revealed that there are several gamification techniques used for teaching and learning English grammar, these include Quizziz, Kahoot, and Mentimeter. According to the findings, Mentimeter is used for survey by the language teacher to get feedback from the students on how the lesson on the English grammar taught was and the areas they had grasped or not. The use of Kahoot was another gamification technique that is used in teaching and learning English grammar. However, according to the findings, the language teacher preferred gamifying English grammar lessons using the Quizziz technique since it gives instant feedback on the progress report of the teams, and it has a provision for giving learners assignments to be accomplished at home and at a specified period by the teacher.

5.1.2 Benefits using gamification technique in teaching English grammar

This study found that there are various benefits in the use of gamification in the teaching and learning of English grammar. These benefits include:

5.1.2.1 Increased students' participation and engagement

According to the study, gamification increases students' participation and engagement since the Quizizz game as a technique of teaching grammar is a powerful tool that makes students interact with each other in teams which makes the learners understand English grammar better by answering questions on grammar together. This strategy places students at the centre of the learning process and encourages learning by doing unlike the conventional way of reading textbooks. Quizizz promotes student participation, allowing them to be more active in class and thereby, increasing student engagement in the learning process.

5.1.2.2 Makes learning English grammar interesting and fun

Using Quizizz to complete in-class exercises is fun and encourages learners' interest in learning English grammar. The learners reported to like learning English grammar using the Quizizz technique which they term to be interesting, enjoyable, and exciting, instead of using paper for in-class exercises. The language teacher revealed that the students find grammar lessons boring when they are taught with traditional methods, but when he employs gamification, it makes the lesson enjoyable and interesting to the learners.

5.1.2.3 Understanding of the grammatical concept

The study findings have also indicated that adopting gamification pedagogy supports the learner in understanding and remembering the concept of English grammar that enables the learners to perform well. The evidence by (Suo et al., 2018) study, echoes this finding by the fact that learners strongly agreed that they understand the grammar class faster once they play Quizizz. This active participation in gamification allows learners to develop both long-term understanding and long-term memory of what they've learnt in class.

5.1.1.4 Increased motivation

The study found that the pedagogy of gamification is effective in enhancing learners' motivation to study. The researcher found that a motivated learner performs well in academic work. Zhao (2019) also concurs with this finding by asserting that Quizizz also motivates learners to study by allowing them to compete with one another by viewing their live ranking on the leader board. The study also established that learners are motivated to do grammar class exercises using the Quizizz unlike the

traditional exercises on the paper since they find it easy and motivating to work in teams unlike individually.

5.1.1.5 Gamification allows Immediate feedback

The study established that adopting gamification technique pedagogy especially Quizziz affords the teacher with an opportunity to get immediate feedback from the learners' performance in English grammar quizzes. The researcher found that the importance of feedback enables the teacher to determine whether the learners have understood the content taught or more practice or remedial is needed in that grammatical concept.

5.1.1.6 Fosters acquisition of 21st Century skills

Just like Fischer and Barabasch (2020) points out that gamification can be used to teach skills such as collaboration, communication, and critical thinking useful for the twenty-first-century learner in any grammar classroom environment. The researcher also found out that gamification makes learners compete in playing the Quizziz game and this encourages learners to collaborate in teams which enhances communication and critical thinking as they answer the quizzes.

5.1.1.7 Improved performance in English grammar

Similar to findings by Redjeki and Muhajir (2021), This study established that the use of gamification technique in the teaching and learning of English grammar enables the learners to improve in their performance of English grammar due to motivation and enjoyment. The study established that there had been a notable rise in the English mean score of the case study school in the national examination ever since they started applying the gamification technique.

5.1.3 Challenges of using gamification

The study established that there are challenges in the use of the gamification technique in the teaching and learning of English grammar. These challenges include firstly time constraints in the planning and designing the quizzes on Quizziz by the teacher which also requires the teacher to have adequate technological skills, in addition, lack of power and internet connectivity impede maximum gamification utilization. Moreover, scarcity of technological devices is another impeding factor to the use of gamification since most learners come from low-income backgrounds, and the parents cannot afford mobile phones or laptops for them to access Quizziz

assignments while at home. This also explains why most schools, particularly those in rural areas, do not use gamification in teaching and learning English grammar due to additional costs they must incur.

5.1.4 Participants' Views about the Use of gamification

The study found that the participants had varied views on the use of gamification in the teaching and learning of English grammar, they include retention capability where Quizziz is perceived to make the learners remember what they have been taught in grammar because of the casual, relaxed environment generated by employing gamification in a class setup. Moreover, Quizziz is perceived as making the learning of English grammar easy as reported by the learners since they only have to choose the correct answer from the choices given. Lastly, others regard gamification to enhance learning, since the use of Quizziz is efficient in developing and improving learners' grammatical competence which helps to improve learners' performance in English grammar.

5.2 Lessons learnt

5.2.1 As a teacher

The researcher was able to correlate the case study teacher's practice with her own through lesson observation. The researcher was able to see where her teaching of English grammar was lacking and how she could improve it. As a result, the researcher has identified the necessity to introduce gamification, particularly Quizziz, into the teaching of English grammar to foster teamwork, enjoyment, and motivation among students who often find English grammar boring. This will result in a shift in learners' mindset and, as a result, improved performance.

5.2.2 As a Researcher

The researcher learnt that, while certain procedures can be planned earlier, the field experience could turn out differently, it's important to be adaptable and flexible during the research process. The researcher also learnt that it is important to research new methods of teaching English grammar to meet the needs of 21st Century learners.

5.3 Recommendations:

5.3.1 For teachers

In terms of grammatical competency, gamified learning is beneficial. As a result, language teachers should begin using gamification to teach English grammar to promote digital literacy among millennials, as the findings indicate that this will instill interest and motivation in English grammar, as the traditional method of teaching is ineffective for ESL students. This will help them improve their academic performance and increase their grammar knowledge.

5.3.2 For educators

There is a need to provide professional development to teachers of English using a well-designed teacher training program on the use of modern methods of instruction, such as gamification, especially the use of Quizziz, Kahoot, and Mentimeter which are not only essential to teaching English grammar effectively but also meeting the demand of today's teachers by equipping them to cater to the demands of 21st-century learners for globalization in education. This will increase students' motivation and student-centered learning. Moreover, the government should equip public secondary schools with internet and power supply and equip computer labs with enough devices to make gamification techniques possible for today's learners.

5.3.3 For curriculum developers

The scrutiny of the English curriculum of secondary school did not have gamification as part of the technique for teaching English grammar, therefore, curriculum developers like The Kenya Institute of Curriculum Development (KICD) should align the curriculum and the syllabus to meet the demands of the 21st Century learners by providing time for gamification activities in the classroom.

5.4 For further research

The researcher recommends that a similar study should be conducted in Kenya through a survey covering public secondary schools that are using gamification techniques to access a wider aspect of data for more consistency.

5.5 Conclusion

This study focused on exploring the use of gamification in the teaching and learning of English grammar. Findings indicate that the use of gamification among the form two learners in a private secondary school harnessed learners' motivation, participation, engagement, interest, fun, understanding, and success of English grammar. In addition, gamification fosters 21st Century skills in learners such as collaboration, critical thinking, and communication. Even though there were several obstacles to gamification's adoption, the study offered suggestions on how to overcome them. The report also gives recommendations for further research and practice. In conclusion, according to the reviewed studies, gamification is a topic that has gained considerable attention and will continue to receive a lot of attention from scholars and call for more research in this area. The literature has proved the potential of gamification for teaching and learning English grammar effectively.

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APPENDICES

Appendix A: Information sheet

Title of study: Exploring the use of gamification in the teaching and learning of English grammar in a form 2 Secondary classroom- A Case study.

Principal investigator: Lydia Nabangi (Student/Principal Investigator)

Institute: Institute of Educational Development, Eastern Africa, Aga Khan University.

Introduction

I am Lydia Nabangi, a Master of Education student at the above-mentioned University. I am carrying out a research on Exploring the use of gamification in the teaching and learning of English grammar in a form 2 Secondary classroom. I wish to explore how gamification facilitates teaching and learning of English grammar, since your school is a private secondary, I would like you to participate in the research study.

Purpose of this research study

The study intends to establish the possibilities, affordances, and challenges of gamification as a potential approach for teaching and learning of English grammar.

Procedure

In this study, I wish to use qualitative approach. I will interview one teacher of English and 10 learners, have a look at teaching and learning documents, namely, English curriculum, syllabus, schemes of work, lesson plans, teachers guide, course books, reference books, exam papers and students' exercise books. I will carry out observation on how gamification is used in the teaching and learning of grammar. All the findings will be used for this study and nothing else.

Possible risks or benefits

There is no risk involved in this study except using a few minutes of the teachers' and learners' busy schedules during the interviews and Focus Group Discussions. There is also no direct benefit to you. However, the research findings will be shared with the teacher of English and may help in evaluating your progress in terms of English language learning.

Right of refusal to participate and withdrawal

You are free to choose to participate in the study. You may refuse to participate without any loss of benefit which you are otherwise entitled to. You may also withdraw at any time from the study without any adverse effect on management of your school or any

loss of benefit which you are otherwise entitled to. You may also refuse to answer some or all the questions if you don't feel comfortable with the questions.

Confidentiality

The information obtained from your school will remain confidential. Nobody except principal investigator will have access to it. The name and identity of your school and students will also not be disclosed at any time. However, the data may be seen by Ethical review committee and may be published in a journal and elsewhere without giving your name or disclosing your Identity.

Authorization

You will be asked to sign a consent form to indicate your voluntary participation. You will receive a copy of the form. Your consent does not take away any legal rights in the case of negligence or other legal fault of anyone who is involved in this study. Nothing in the consent form is intended to replace any applicable national, state, or local laws.

Available Sources of Information

For further questions, you may contact Principal investigator Lydia Nabangi

Phone no. +254 721800848

Email: lydiahabs@gmail.com

In the unlikely event of a breach of ethics or any other emerging issues, inform Chairperson Ethical Review Committee of the Aga Khan University Tanzania, Dr. Fortidas Bakuza Salama House Urambo Street – plot 10, P.O. Box 125, Dar es Salaam.

Tel: +255-22-215229/2150051 Fax: +255-22-2150875 Email:

Fortidas.bakuza@aku.edu or iedea@aku.edu

Appendix B: Information sheet for the principal

Lydia Nabangi

The Aga Khan University

Institute of Educational Development, Eastern Africa

P.o. Box 125, Salama house, Urambo Street

Dar-es- Salaam.

The principal,

.....

Dear Sir/Madam,

RE: REQUEST TO CONDUCT RESEARCH IN YOUR SCHOOL.

As part of the fulfilment of my M.Ed. Degree requirement, I submit my request for permission to conduct the above activity in your school. The purpose of the research project is to explore the use of gamification in the teaching and learning of English grammar.

To carry out this research, I will, need to do the following:

1. Observe one form two English subject teacher.
2. Interview one form two English subject teacher
3. Conduct a Focus Group Discussion with ten form two students.
4. Analyze form two English curriculum, syllabus, teacher’s lesson plan and form two Schemes of Work.

For accurate information, I will need to audio-record the interview and Focus group discussions if the participants consent. Your consent on behalf of and after the learners has assent. This information is exclusively for data, and I will not in any way make the content of the recordings public. The information will not be used for any other purpose other than the study. During the study which will take four weeks, I will try as much as possible to work within your timetable.

Participation in this study is voluntary and participants have the right to withdraw their participation at any point in the study for whatever reason. I will conceal the identity of the school, teachers, and students during the study and in the final report by use of pseudonyms. I will share a summary of the findings of the study with your school

I look forward to working with you.

Thank you,

Yours Faithfully,

Lydia Nabangi

Appendix C: Ethical Consent Form for the Teacher

Research Topic: Exploring the use of gamification in the teaching and learning of English grammar

I have been informed of the requirements of the study and fully understand what will be expected of me as a participant.

I therefore agree to be amongst the participants in this study with the following conditions.

Put a tick (✓) as appropriate against each statement;

- The purpose of the study has been explained to me.
- My identity as a research participant will remain confidential and my name and my responsibility / role in the school and the name of the school will not be used at any point in the research or in reporting the findings.
- I maintain the right to withdraw from the study at any point in time.
- I will be interviewed as part of the study.
- The voice can be recorded during my interview.
- My class can be observed when I am teaching grammar.
- My records (Schemes of work, lesson plans and records of work) can be analysed for this study.
- I hold the right to refuse to answer any question.
- I will receive the summary of the final report of the study.
- Findings of this study may be used in conference presentations and in academic publications.

I express willingness to participate in this study by signing this form.

Name:

Designation:.....

Signature: Date:.....Name of school:.....

Researcher's Name: Lydia Nabangi

Researcher's signature: Researcher's contact: Email: lydiahabs@gmail.com
Phone No +254 721800848 Name of Institution: The Aga Khan University IED,
EA

Appendix D: Ethical Consent Form for parent/ Guardian of Minor

Research Topic: Exploring the use of gamification in the teaching and learning of English grammar

I have been informed of the requirements of the study and fully understand what will be expected of my child/student as a participant. I therefore agree for my child to be amongst the participants in this study with the following conditions. *Put a tick (✓) as appropriate against each statement;*

- The purpose of the study has been explained to me.
- The identity of my child /student as a research participant will remain confidential and his /her name and his/her responsibility / role in the school and the name of the school will not be used at any point in the research or in reporting the findings.
- My child/ student maintains the right to withdraw from the study at any point in time.
- My child/ student will not be judged of any answer that she/he gives.
- My child's/ student's voice can be recorded during focus group discussion.
- My child's/ student's grammar / English exercise book will be checked and photographed.
- My child/ student will participate in a Focus group discussion.
- My child / student holds the right to refuse to answer any question.
- A summary of the final report of the study will be shared with the school.
- Findings of this study may be used in conference presentations and in academic publications.

I express willingness for my child / student named
.....to participate in this study by signing this form.

Name of parent:Signature:
.....Date.....Name of School:

Researcher's Name: Lydia Nabangi

Researcher's signature:

Researcher's contact: Email: lydiahabs@gmail.com Phone No +254 721800848

Appendix E: Assent Form for Learners

I have given full information on the aim, the purpose, and my participation in the study by the researcher from Aga Khan University, Institute for Educational Development – Eastern Africa.

I therefore agree to be amongst the participants in this study with the following conditions. Put a tick (✓) as appropriate against each statement;

- The purpose of the study has been explained to me.
- I will not be judged of any answer that I give.
- My grammar / English exercise book and remedial workbook will be checked and photographed.
- I will participate in a Focus group discussion.
- I will complete a test.
- I have briefed verbally and in writing about the purpose and duration of the study.
- My parents / guardian has given a consent on my behalf.

By my signature I agree to be a participant in this study.

Name:

.....
.....

Name of Institution:

.....

Signature of participant:

Date:

Researcher's Name: Lydia Nabangi

Researcher's signature:

contact: Email: lydiahabs@gmail.com Phone No +254 721800848

Name of Institution: The Aga Khan University IED, EA

Appendix F: Semi-structured Interview guide for the Teacher

A-Introduction

As part of my research project on Exploring the use of gamification in the teaching and learning of English grammar, in which you have agreed to participate, I need to understand how you teach English grammar in your class using gamification and how you think your learners' uptake of the subject is. To achieve this, I will interview you for not more than 45minutes. Thank you for agreeing to take part in this interview.

B- Sample Questions

1. Kindly tell me about yourself. Your name, designation in the school, how long you have been teaching English and in particular English grammar.
2. How does your students view English grammar? Do they enjoy the lessons? Why?
3. Do you think that English grammar requires specific ways of teaching and learning? Why?
4. Do you use gamification when teaching students English grammar? Please explain how you use gamification to teach English grammar.
5. In gamification, which type of games do you consider most appropriate for teaching and learning English grammar?
6. How do you perceive the use of gamification in teaching and learning English grammar?
7. What are the benefits of gamification in relation to teaching and learning English grammar?
8. What factors make the use of gamification in teaching and learning English grammar possible?
9. Do you encounter any challenges while using gamification in teaching and learning of grammar?
10. Any general comment you would like to make?

Appendix G: Semi-structured Focus Group Discussion Guide for the learners

A-Introduction

As part of my research project on Exploring the use of gamification in the teaching and learning of English grammar, in which you assented to participate, I need to get your views about how you learn grammar . Thank you for agreeing to participate in this study.

B- Sample Questions

1. Let us first begin with introductions. Your names please?
2. Which area in English Language do you find most interesting and engaging and why?
3. How do you find learning English grammar lessons?
4. Does your teacher use games while teaching English grammar?
5. Which games do you normally use during grammar lessons?
6. Do you normally enjoy the English grammar lesson when taught using games?
7. Do those games help you to understand English grammar?
8. Do you face any challenges when learning grammar using games?
9. Any comment you would like to make?

Appendix H: Observation Guide

Date

Time.....

Objectives: To explore how gamification is used in the teaching and learning of English Grammar in the Form 2 Class

Areas of Focus		YYes	NNo	Comments
Availability of gamification materials	-Are there appropriate materials for gamification e.g., Computers?			
Activities of the teacher	-Is the teacher using gamification technique in teaching and learning grammar?			
Activities of the learners	-Do the learners actively participate during the lesson?			
Types of games	-Which types of games in gamification do the teacher use in teaching grammar?			
Distractors	-Are there any distractors when teachers use gamification?			

Appendix I: Document analysis protocol

Objective of the research: Exploring the use of gamification in the teaching and learning of English grammar.

Type of Document	Information required	Analysis/ Interpretation
English curriculum	Do the objectives of the Curricula indicate the use of gamification in teaching English grammar?	
Form two syllabus	Does the objectives indicate the use of gamification in teaching English grammar, -Does it show activities which relate to gamification technique in relation to teaching English grammar?	
Schemes of work	-In the schemes of work preparation, does it show activities which relates to gamification technique in relation to teaching and learning English grammar?	
Lesson plans	In the planning of the lesson, does gamification technique appear in lesson objectives?	

Appendix J: AKU Ethical Clearance Certificate



THE AGA KHAN UNIVERSITY

Ref.: AKU-IED, EA/2021/168/fB

Date: August 20th, 2021

Lydia Nasike Nabangi,
Aga Khan University,
Institute for Educational Development East Africa (IED EA),
P.O Box 125,
Dar es Salaam,
Tanzania.

ETHICAL CLEARANCE CERTIFICATE

Dear Lydia Nasike Nabangi,

This is to certify that your research project entitled, *“Exploring the use of Gamification in the Teaching and Learning of English Grammar in a Private Secondary School Classroom in Mombasa County.”* undertaken as part of the dissertation project in the master of education program at IED EA has been approved for Ethical Clearance.


Yours Sincerely,

Dr. Fortidas Bakuza
Chair ERC - Tanzania

Cc: Dissertation Supervisor: Joachim Tamba

Salama House, 344 Urambo Street, P.O. Box 125, Dar es Salaam,
Tanzania Tel: +255 22 215 2293, 22 215 0051, Fax: +255 22 215
0875; Email: iedea@aku.edu www.aku.edu

Appendix K: NACOSTI Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 327379	Date of Issue: 06/September/2021
RESEARCH LICENSE	
	
<p>This is to Certify that Ms.. Lydia Nasike Nabangi of Aga Khan University, has been licensed to conduct research in Mombasa on the topic: EXPLORING THE USE OF GAMIFICATION IN THE TEACHING AND LEARNING OF ENGLISH GRAMMAR IN A PRIVATE SECONDARY SCHOOL CLASSROOM IN MOMBASA COUNTY. for the period ending : 06/September/2022.</p>	
License No: NACOSTI/P/21/12654	
327379 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	

Appendix L: County Commissioner Research Authorisation Letter



OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

COUNTY COMMISSIONER'S OFFICE,
P.O. BOX 90424-80100,
MOMBASA.

Tel. 0715 040444/0780 040445

Email: cc.mombasa@interior.go.ke
When Replying please quote:

Ref. no. **MCC/ADM.25 VOL.III/ (126)**

7th September, 2021

Deputy County Commissioner,
CHANGAMWE SUB COUNTY

RE: RESEARCH AUTHORIZATION – MS. LYDIA NASIKE
NABANGI PERMIT NO. NACOSTI/P/21/12654

This is to authorize the above named student from Aga Khan University, to conduct a research on *“Exploring the use of gamification in the teaching and learning of English grammar in a private Secondary School classroom in Mombasa County”* Changamwe Sub County, for the period ending **6th September, 2022.**

Any assistance accorded to her will be highly appreciated.


G. B. KIPYO, MBS
COUNTY COMMISSIONER
MOMBASA COUNTY



C.C.

County Director of Education
MOMBASA

Appendix M: County Director of Education, Mombasa County



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING & BASIC EDUCATION

Telegrams: "SCHOOLING",
Mombasa
Telephone: Mombasa 2315327 /
2230052

COUNTY DIRECTOR OF EDUCATION,
MOMBASA COUNTY,
P. O. BOX 90204-80100
MOMBASA

Ref.No.MC/ED/GEN/23

7th September, 2021

To Whom It May Concern

RESEARCH AUTHORIZATION

MS. LYDIA NASIKE NABANGI PERMIT NO.NACOSTI/P/21/12654

This is to authorize the above student from Aga Khan University, to carry out research on ***"Exploring the use of gamification in the teaching and learning of English grammar in a private Secondary School classroom in Mombasa County"*** Changamwe Sub-County for the period ending 6th September, 2022.

Any assistance accorded to her will be highly appreciated.

for
COUNTY DIRECTOR OF EDUCATION
P. O. BOX 90204 - 80100
F.A. MOMBASA

Furaha A. Sebbeh
FOR: COUNTY DIRECTOR OF EDUCATION
MOMBASA