KAHOOT IT OR NOT?
CAN GAMES BE MOTIVATING IN LEARNING GRAMMAR?

by **Ewa Zarzycka-Piskorz**

Pedagogical University of Cracow

Ul. Podchorążych 2, 30-084 Kraków, Poland

ewa.zarzycka.piskorz @ gmail.com

Abstract

Gamification is not a very new concept. It is the use of game elements and game design techniques in a non-game context. It is used in various contexts for various purposes. There is strong evidence that shows the relationship between game playing and increased motivation. More and more learning games emerge and bring a promise to help to learn a language. There are certain game elements that could be used in non-game contexts to trigger effective player engagement as well as persistence and motivation to win/learn.

The paper outlines the influence of specific game elements onto players, presents the motivational aspects of game involvement, and investigates what game elements could be responsible for increasing motivation to participate and engage in a grammar learning game. All of these are investigated on the example of a Kahoot.it online game, which was used with the General English language course students attending the classes in The Modern Languages Centre at the Pedagogical University, Cracow, Poland. The main objective of the research paper is to observe and assess how the students' motivation increases – if – to learn and practise grammar and how effective this mode of learning is. It also presents the teachers' evaluation of the design process, its implementation and recommendations for further use.

Keywords*:* gamification; Kahoot; grammar instruction

1. Introduction

The question asked in the headline -- 'Kahoot it or not?'-- when translated into the main line of the present argument, should actually be 'How much do we know about gamification?' and 'How effective is gamification and why?' They are provocative questions as quite a number of educators may think they have no idea what gamification is, as they do not take part in it so they do not need to know. As a matter of fact, however, the majority of us *are* involved with gamified systems. The extremely popular flyers/buyers programs, collecting coupons/tokens/points before exchanging them either for money or products, as well as competitive and comparative apps such as Endomondo are just a few examples we come across on a daily basis.

The purpose of this article is to describe the potentials of gamification and gamified courses, to investigate and describe what specifically makes gamified learning useful in class, as well as to mark the areas for further research. The online gamifying tool that is chosen for the study is Kahoot, an online application that is free and accessible for the teachers of all subjects and can be used at various levels. It is neither difficult in use nor requires sophisticated skills or equipment[1]. Teachers create their own questions adapting them to the level of knowledge and skills of their students. It is user-friendly for both parties as well as it contains the basic game elements: points, a leader board, instant feedback and a reward. Kahoot as an online game used in a classroom creates a context in which cooperation as well as autonomy can be observed. Fun and competitiveness add the value to it. The latter ones tap into intrinsic motivation, which is the primary interest of this research as games provide additional intrinsic enhancement. Fun, in particular, is also an element which students are interested in and which they like to be included into their learning/teaching. Dörnyei believes that it is one of the strategies to break with routine and boredom. He quotes a dialogue from the 1964 Disney film 'Mary Poppins':

> 'It's a game, isn't it, Mary Poppins?'
>
> 'Well, it depends on your point of view. You see, in every job that must be done there is an element of fun. You find the fun and – snap! – the job's a game. And every task you undertake becomes a piece of cake…' (Dörnyei 2001: 113).

To maintain and protect motivation in a classroom Dörnyei recommends the use of many various strategies (Dörnyei 2001: 76), out of which challenge, competition, stimulation, cooperation and fun, which ideally create a context of a game, became the focus of my attention. The study was carried out with a number of students at the Pedagogical University in Kraków taking General English courses conducted by the teachers from Modern Languages Centre. The students were from various departments as to have a wider spectrum of learners.

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[1] In March 2016 it was used by 20 million out of 55 million elementary and secondary students in the USA (data quoted after: http://www.nytimes.com/2016/04/17/technology/kahoot-app-brings-urgency-of-a-quiz-show-to-the-classroom.html?WT.mc_id=SmartBriefs-Newsletter&WT.mc_ev=click&ad-keywords=smartbriefsnl&_r=0

2. Background to the study

2.1. Affect gamified: intrinsic motivation

One of the most important factors in gamified education is motivation. What we are talking about, however, is a specific type of drive.

> Jane McGonigal in one of her press interviews said:
>
> I don't do 'gamification', and I'm not prepared to stand up and say I think it works, I don't think anybody should make games to try to motivate somebody to do something if they don't want to do. If the game is not about a goal you're intrinsically motivated by, it won't work." (Feiler, Bruce: 27 April 2012).

Because intrinsic motivation is pointed out as the main factor in the game engagement, the study's main focus is to investigate it.

In psychology and education intrinsic motivation is described in relation to Self-Determination Theory (Przybylski, Rigby, Ryan, 2010), developed by Edward L. Deci and Richard M. Ryan (1985). This theory is concerned with human motivation, personality and optimal functioning, and SDT claims that people have three innate psychological needs, viewed as universal necessities: competence, relatedness, and/or autonomy (Deci, 2000). First, the need for competence means the desire to control and shape the environment and outcome. We want to know how things will turn out and the results/consequences of our actions. Second, the need for relatedness deals with the desire to "interact with, be connected to, and experience caring for other people". Our actions and daily activities involve other people and through this we seek the feeling of belonging. Thirdly, the need for autonomy concerns having a sense of free will when doing something or acting out of our own interests and values.

SDT concepts of competence, relatedness, and autonomy correspond to some extent with Marczewski's results of investigation about gamification. Intrinsic motivation involves engagement through **fun** and **play**. Competence is fulfilled by **solving problems** in order to **change behaviours**. Relatedness is realised by **working with other people** to reach specific **goals**. Autonomy is made possible by making independent choices about how and what to use to achieve the purpose.[2]

This is largely confirmed in the area of business by one of the SDT followers, Daniel Pink (2009), who argues against the models of motivation driven and enhanced by rewards and fear of punishment, dominated by extrinsic factors such as

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[2] The words in bold are taken from the Marczewski's list of most frequently repeated words in the attempt to define gamification.

money. He believes that human motivation is largely intrinsic, and that this motivation can be divided into autonomy, mastery and purpose. "SDT proposes humans have an innate drive to be autonomous, self-determined and connected to one another and that when that drive is liberated, people achieve more and live richer lives."[3]

According to Pink's idea, autonomy, which is the urge to direct our own lives, centres on four areas of human professional action: time, technique, team and task. As far as time is concerned, we need to be focused more on the output rather than on a rigid schedule in order to complete the task, which necessitates more flexibility and creativity. Techniques should be increasingly chosen by employees, with the employer providing initial guidance. Additionally, the freedom to allow employees to choose who they want to work with in a team is recommended, and a task is more likely to be undertaken and completed when employees work during their regular free creative hours. This is the time when they can do everything and anything that is not connected with their work. A further aspect of motivation, that is mastery, is defined as the desire to get better and better at something that really matters, although to be able to achieve this accordingly a certain environment needs to be created. Effective tasks are the ones which are neither overly difficult nor too simple so that employees develop their skills further. The final element within motivation is purpose, and Pink (2009) defines this as the yearning to do what we do in the service of something larger than ourselves. A direct and clear expression of goals and purpose, both individual and organizational, should be achieved through the use of purpose-oriented words, such as 'us' and 'we' to inspire and generate a feeling of being a part of a larger group focusing on a greater cause. Pink focused on and developed the SDT concepts for the professional context. They are mostly used in business to prompt how to shape certain demanded behaviours if not attitudes of both professionals and clients.

The expansion of motivational strategies in business brings the question about the existence of the similar trend in education. Dörnyei believes that the significant core in motivation research has proved to be effective and can be transferred into

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[3] Quoted after: http://staffmotivationmatters.co.uk/pinks-theory-set-to-drive-up-employee-motivation-and-engagement/.

practice (2001: 24). Four areas of motivational strategies (creating motivational conditions, generating initial motivation, maintaining motivation, and encouraging self-evaluation) distinguished by Dörnyei contain components which overlap with some of the game elements and mechanics. For example: a cohesive learner group with appropriate group norms can be identified with a game playing team, increasing the learner's expectancy of success with a win, increasing the learner's goal-orientedness sounds like a team or individuals levelling up, making learning (playing) stimulating and enjoyable are the goals of a game, promoting cooperation among the learners can be executed in a gaming team, providing motivational feedback as well as offering rewards in a motivating manner are carried out through the means of points, trophies or rewards.

The relationships between all the above mentioned elements are illustrated in the table below.

Table 1. Motivational components and gamification elements

SDT	Pink	Dörnyei	gamification elements
competence	- mastery - time - task - technique	- expectancy of success - increasing goal orientedness - motivational feedback - rewards	- a win - levelling up - points/rewards
relatedness	- team	- cooperation - learners groups and norms	- game playing team
autonomy	- purpose	- making learning enjoyable	- game

The potential of gamified education to influence intrinsic motivation (shown in the table) as well as the earlier discussion of gamified business lead to a question of how applicable these concepts are to language learning. The question was addressed in a study described below.

2.2. Defining gamified education

To understand the phenomenon, we first need to clarify the term 'gamification'. Kevin Werbach believes that gamification is the use of game elements and game design techniques in non-game contexts (Werbach, 2015). Another effort aimed at

defining the rather elusive concept of gamification was initiated by Andrzej Marczewski, the founder of a blog called GAMIFIED UK, who set up a challenge to formulate the definition collaboratively. There were many responses, both long and short. The shortest and most precise one was by 'Opusphere': 'A fun way to do things that have to be done'. Marczewski's own definition included all the characteristic elements of such a *modus operandi* as "the user-focused application of game elements, game mechanics, game design or game thinking in non-game contexts to engage, motivate, change behaviour, solve problems, make goals more achievable, make tasks more playful or add fun". These elements are, in fact, common to all the definitions proposed: certain key words were frequently repeated in them. The collection of these key words[4], put together by Marczewski (blog entry: April 16, 2014) is presented below, listed in the order of the most frequent use:

engage	**38**
people	**28**
fun	**25**
motivate	**22**
play	**16**
solving problems	16
behaviour	16
goals	16

The results indicate that gamification can be engaging and fun and, therefore, may influence the motivation of the participants. Besides, it should not be forgotten and underestimated that a gamified activity includes and involves others in the same type of action.

Jane McGonigal, one of the greatest gamification enthusiasts and experts, as well as an American game designer, indicates in her numerous talks and interviews[5] that the perception of games changes from recreational devices to serious ones that can influence various domains of life. Games can be applied as supporting tools measuring sport achievements, progress in language learning, enhancing cognitive processes, supporting patients in getting over specific medical conditions, simulating real life contexts in order to prepare the participants for the forthcoming events. They may even change one's behaviour.

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[4] All the definitions mentioned and more are available on Marczewski's blog under this entry: http://www.gamified.uk/2014/04/16/defining-gamification-people-really-think/ .

[5] Her website provides the access to her talks and interviews: https://janemcgonigal.com/. The overview of the various games ideas of Jane McGonigal is provided in the text of Bruce Feiler in the *NY Times* online: http://www.nytimes.com/2012/04/29/fashion/jane-mcgonigal-designer-of-superbetter-moves-games-deeper-into-daily-life.html?_r=0.

Serious games such as Jane McGonigal's *Super Better* or projects like Volkswagen's *Fun Theory*[6] prove to be effective in enhancing intrinsic motivation and shaping new attitudes or behaviours. To support this claim, Paweł Tkaczyk (Tkaczyk, 2012) quotes the research carried out at the Carnegie Mellon University. It was found that the average teenager spends about 10,000 hours playing computer games by the time they are 12 years old. It means that the alternative and parallel world of activities, including education, exists. It is the world in which action is triggered by rewards, fun, and competition; where creativity, problem solving, team work, determination, various skills are being developed. And this fact can no longer be unnoticed by educators. To be able to achieve the game-like effectiveness, educational contexts driven by game mechanics, rules and principles need to be created and designed.

2.3. Exploring gamified education

In 2010, a pioneer of edu-gamification, Lee Sheldon from Indiana University, Bloomingdale, prepared a course syllabus for students of the Department of Telecommunications called *Multiplayer Game Design*. The class took the form of a multiplayer game in which the participants were introduced to the design and production elements in order to create and maintain online games.[7] Each level of the game was awarded a certain number of points for the specific work to be undertaken.

The final – and, mostly probably, the best known – gamified educational experience is Khan Academy, founded in 2008 and awarded a large grant from both Google and the Bill and Melinda Gates Foundation in 2010. The idea is to help students to learn, and the official website provides students with about 3,200 videos of lectures in order for learners to gain knowledge from various academic fields. Students are awarded points for solving a series of tasks, and when this is done really quickly and effectively achievement badges are given. When a string of ten problems in a row is completed, a student is said to have mastered the lesson and can move to the next one. Additionally, students can observe their progress on a knowledge map.[8]

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[6] The collection of projects is available on the main website of Volkswagen's initiative: http://www.thefuntheory.com/.

[7] The sylabus is available on this website: http://gamingtheclassroom.wordpress.com/syllabus

[8] A whole chapter is about the idea behind the Khan Academy in: Burke B., Gamify. How gamification motivates people to do extraordinary things, Bibliomotion, 2014.

The listed examples regard only pioneering gamified courses. There is no exhaustive list of all possible courses, but only attempts to overview some of them[9]. They are developed in various areas: education and training, well-being, advertisement, business, cultural heritage,, interpersonal communication, biomedical and health care.

Some enthusiasts of gamification have introduced gamified academic courses at Polish universities. Piotr Prokopowicz, who works at the Jagiellonian University in the Psychology Department and teaches Personnel Psychology, collaborated with Grzegorz Żmuda in 2010 to design a gamified course as a part of the Psychological Organisation Diagnosis classes at the university. The aim of the course was to prepare students to be effective, if not excellent, organization diagnosticians. The participants were able to gain points in three areas: knowledge, experience, and charisma. They worked either individually or in teams, and different types of work were assigned and awarded points.

Another Polish attempt at gamifying education is the one undertaken by Anna Rogala from the Psychology Department at Gdańsk University, who used the scheme of a Role Playing Game to develop a gamified academic course. Between March and June 2014 students had to complete a special mission of de-conspiring the work of pseudo-psychotherapists. This meant identifying the false and incorrect elements in psychotherapist practices. A variety of activities were given to the students, each of which worth a certain number of points. The students could choose from the different options as not all the activities were obligatory. Extra points were also given for non-compulsory activities provided beforehand by a teacher. Each participant became a special agent using a code name, and the Edmodo platform was used as a communication channel.

All these courses announce a change in education which we may soon be facing. Brian Burke (2014) mentions a survey conducted by the Pew Research Center about the opportunities for gamification by the year 2020. 53% of those surveyed said that gamification would be widespread, whereas 42% predicted that gamification would not evolve and become a larger trend. In April 2015 Information Technology Big Market Research published a report about gamification in the e-learning marketplace. Mind Commerce, a research provider, projects that gamification in e-

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[9] One of such attempts was published by Fedwa Laamarti, Mohamad Eid, and Abdulmotaleb El Saddik and is available at: http://www.hindawi.com/journals/ijcgt/2014/358152/.

learning will grow to reach $319 billion by the year 2020, and college education and MOOCs will hold 69% of the market share.

These predictions are serious enough to make one at least consider gamification options and their mechanics as well as their underlying affective factors.

3. Gamifying language learning -- the study

3.1. Aims of the research

Intrinsic motivation, pointed out as the main factor in game engagement, was the main focus of the research, whose theoretical frame was delineated by the Self-Determination Theory. Its main focus was why people may be interested in using gamified systems. I concentrated on one of the components: "trying to learn what is relevant to you", an obvious choice from the perspective of the teacher. Therefore, the research questions were as follows:

1. Why are students trying to learn what is relevant to them using gamification tools?
2. What makes them want to play a learning game?

3.2. Design and procedure

In my research I also concentrated on teamwork and task objectives identified as important in Dörnyei's proposal of motivational perspective as well as in Pink's overview. In practical terms it meant working in teams in order to complete the task where cooperation occurs according to a set of rules and norms. Teamwork also fitted the mastery and relatedness concepts, understood as doing something for others because each participant in a team worked towards winning. Having grammar knowledge, sharing it, and providing answers quickly resulted in getting more points than other teams and winning. By evaluating fun, stress, and interest the idea of making learning enjoyable was to be measured.

When it comes to the research context, I decided to work with an online game called Kahoot. In this application teachers/users have their accounts where they prepare tasks/tests that can be made public or kept private. This means that every user can adapt already existing public tasks/tests to their own needs and share their own tasks/tests with the rest of the users. To play the game the class needs access to the Internet, a projector and a screen where the task/test is displayed. The participants give their answers using mobile devices, such as smartphones, tablets or laptops.

As for the research tools and procedures, I decided to observe a group of university students during the classes of English conducted by the teachers of the Modern Language Centre functioning within the Pedagogical University in Kraków. The research was carried out with the group of 112 students. They were between 19 and 24 years old (45 between 18-20, 58 between 20-22, 9 between 22-24), with twice as many women (76) than men (36). Their level of language was upper-intermediate. They came from various university departments: Information Technology, Polish Language and Literature, Public Administration, Political Studies, Sociology, Philosophy, Culture Studies, with the departments chosen at random. The students played the game between 1 and 3 times.

The games in question focused on grammatical content ranging from irregular verbs forms, question formation, and passive voice through various tense differences, before finishing with reported speech, conditionals and subjunctives. This type of content is usually rather sensitive because these structures frequently create problems for students.

The first immediate evaluation of each game was carried out right after the students had finished playing the game. This evaluation is a final component of the game and it is generated by the system. They rated the quiz, assessing the fun element they had experienced while playing. They could decide how many stars out of total five can be given as the reflection of how funny/enjoyable it was for them. They also assessed if they learnt something and if they would recommend this game to others, which is done by marking the Like or Dislike icon. Finally, they could indicate how they felt during the game: happy, indifferent, unhappy, by touching the appropriate icon. Figure 1 shows what students saw on the mobile devices screens during the immediate game evaluation. Figure 2 illustrates the final results which the teacher and students could see on the main screen.
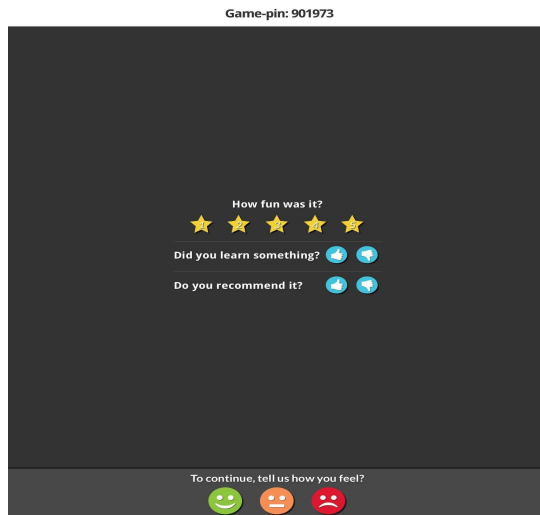
Figures 1 and 2. The screenshots of the immediate evaluation which students see when the game is over

During the last semester of the course, an additional form of evaluation was implemented. It was a questionnaire which focused on students' motivation that drove them to take part and participate in the game they were offered in classes. The questions referred to using online language games before either individually or in a group, the frequency of using the Kahoot game during English classes at the university, and the will to continue playing this particular game in class in the future. The second part of the questionnaire was devoted to grading the level of fun, stress, interest, as well as on the game form of grammar teaching class. Reasons of being motivated to take part in the game were also evaluated. They were listed as follows: reaching a win, mastering the knowledge, cooperating with the others, having a clear objective. Finally, the students graded if this game was better than traditional class grammar exercises.

3.3. Results of the questionnaire

The very first evaluation generated by the game system contained three pre-designed questions as illustrated in Figure 3.
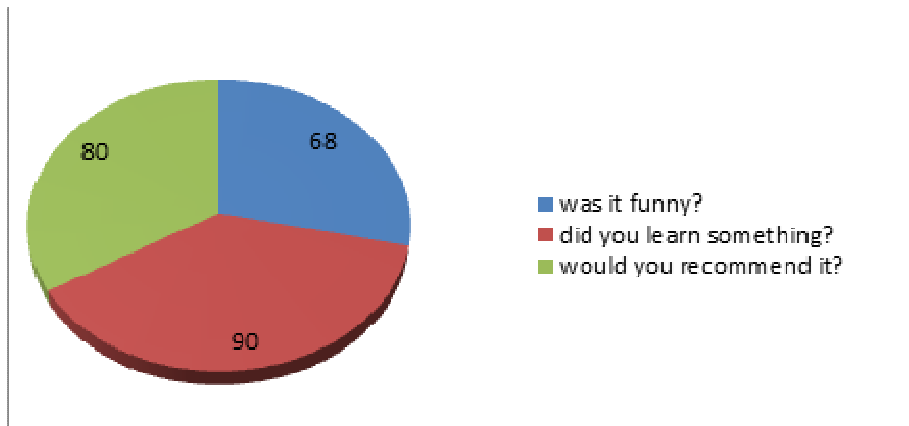
Figure 3. Immediate feedback triggering students' opinions on the game system

As far as the fun assessment is concerned, the overall grade was 3.9 out of a maximum of 5. 68% of students thought the game was fun, whereas almost every third student thought the opposite. However, the vast majority of the students (90%) stated that they had learnt the intended grammar structure as a result of game. What is more, 80% of the students would recommend this way of learning. The evaluation segment, completed immediately after the game, involved also stating how the students felt after playing. The students were given three options to choose as illustrated in Figure 4 below.
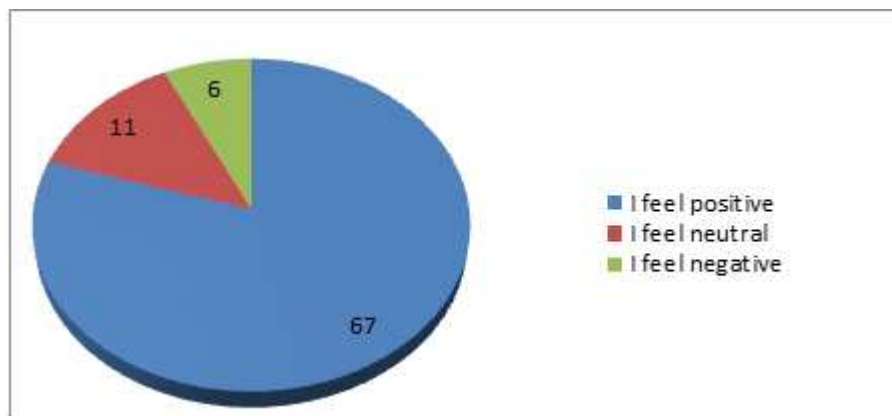

Figure 4. Immediate feedback about feelings

Not all the students gave their answers because many left the game without completing the evaluation. However, the majority of those who assessed the game touched the positive feeling icon (67%), few (11%) felt neutral, and a tiny proportion (6%) felt negative.

While the game system evaluated fun, the learning outcome, and feelings, the post-gaming questionnaire addressed the key question of the research, evaluating how

motivating the Kahoot game could be. The students were asked a set of questions which were placed in 4 groups.

First of all, it was interesting to see to what extent the students were familiar with any language games, both online and offline.
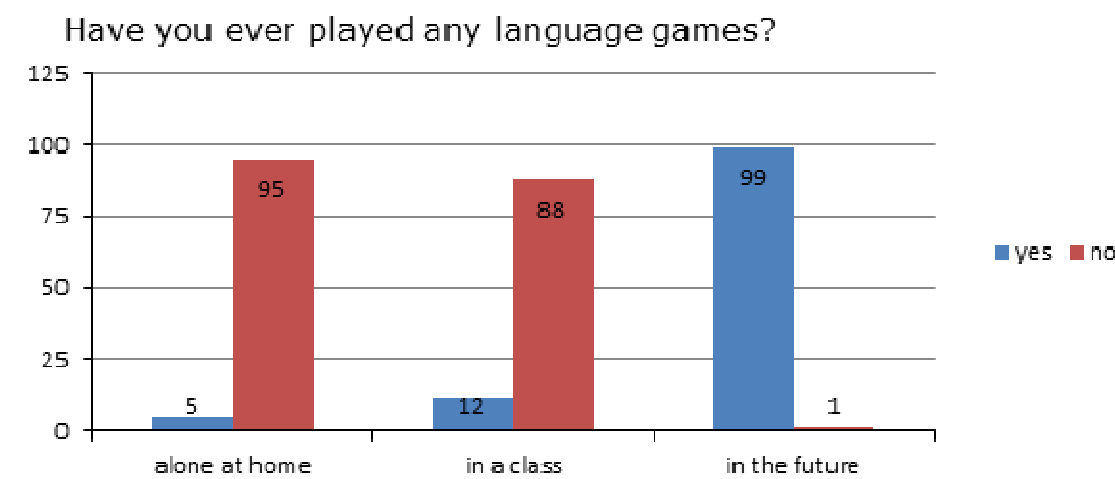

Figure 5. Language game experience

Only 5% of students have played some or indeed any kind of language game at home. The overwhelming majority did not play any foreign language game, however, there were a few who mentioned *Duolingo*.[10] Yet, as far as classroom game use was concerned, the percentage is a little higher: more than twice as many students had played language games in class. Based on the descriptions given by the students, the games seem to be Hot Potatoes and other forms of crosswords, word boxes, etc. 99% of students stated that they would want to play language games in a class.

The next question to be asked was: Would they be so eager to learn grammar in a gamified way? Announcing that grammar which is to be the focus of a class is usually answered with a deep sigh of suffering. Therefore, the motivation to learn grammar using this particular game had to be measured. The students were given the criteria as illustrated in Figure 6.

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[10] *Duolingo* is a language learning application in which a participant goes level after level gaining points (lingots) .One language is used as a medium for learning another one.

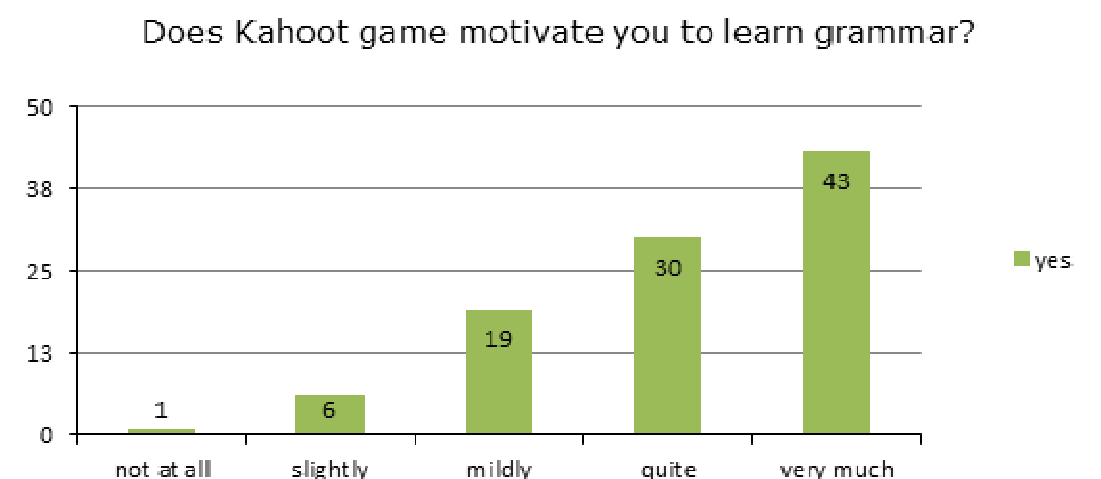**Does Kahoot game motivate you to learn grammar?**

Figure 6. Students' motivation to learn

The final two findings indicate that about 70% of students feel motivated to learn grammar after they have played Kahoot, altogether 26% seemed rather indifferent. Almost three out of four students were fairly strongly driven to take in the grammatical content.

I decided to test three components of intrinsic motivation as defined by Pink: mastery, team and purpose. I also added the component of reward, and named it the desire to win.
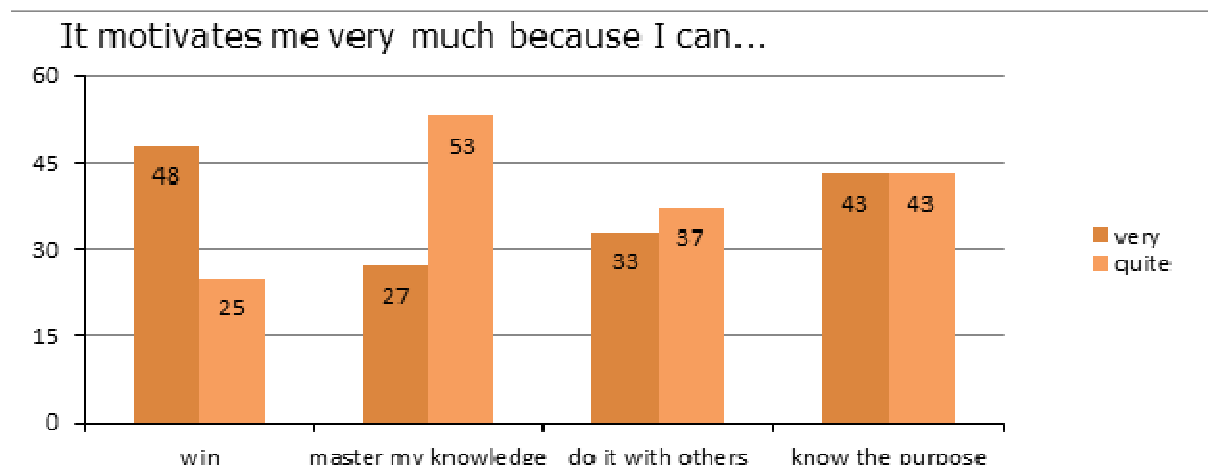
It motivates me very much because I can...

Figure 7. Reasons of motivation

The desire to win dominated as the game itself is about winning and losing. Almost half of the students were strongly engaged with the game because of the reward waiting at the end – the first place in the competition. A quarter of the students were quite motivated by the prospect of winning.

The results were reversed in the case of mastering knowledge. A quarter of the students were very interested in developing competence, whereas more than half were only quite interested in it. One in three students either liked the idea of playing with others very much or quite liked it. The clear and known purpose of the game - which is not only winning but also revising, checking, and consolidating knowledge – was also appreciated by about 80% of students. Playing the game for winning and other already mentioned reasons were equally important.

As it is known that fun can lead to a change of behaviour, I also wanted to examine how the game was perceived as far as fun was concerned.
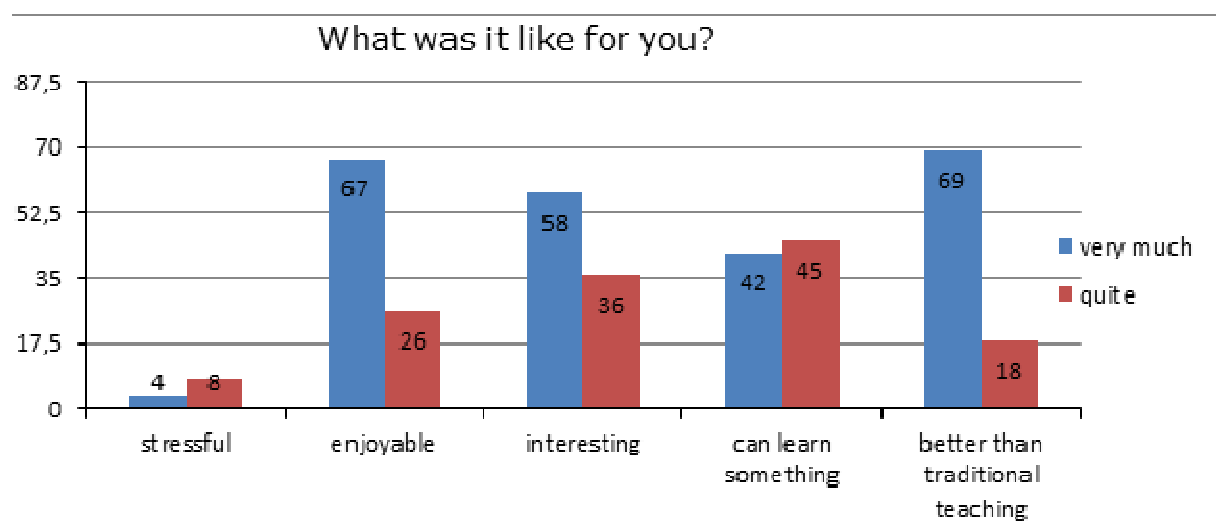

Figure 8. Fun and non-fun component

90% of students responded that playing a game in class with others was either very enjoyable or quite enjoyable. Even more (94%) found themselves interested in it. A tiny minority (12%) decided that it was either very or quite stressful. And finally, the overwhelming majority (87%) think that they can learn something through playing games (42 very and 45 quite). And the very same 87% decided overall that this form of learning is better than traditional methods, and 69% of the students are strongly convinced of this.

4. Discussion

The first immediate evaluation was possible because of the Kahoot's systemic assessment, which allows the evaluation immediately after the game is finished. It shows four things: fun, learning effectiveness, learning recommendations, and types of feelings accompanying the game.

The first significant finding from this immediate evaluation is the grammar learning effectiveness, which is graded very high (90%). This shows that even though the content may be difficult, the students seem to be open and eager to learn through the use of an online game. The high level of this type of learning recommendation suggests as well that anything is better than traditional grammar teaching and the subsequent practice involving numerous and monotonous exercises, such as filling the gaps, completing sentences with appropriate verb forms, matching forms, or choosing the correct option in multiple choice exercises. The fun is not graded the highest, but not the lowest either. This may be influenced by the competitiveness of the game. The disappointment of failure might be a factor. And, therefore, might limit the element of fun. The positive feedback about feelings is related to the genuine sense of fun and competition that the students experienced during the game. The disappointment or disengagement may be due either to technical failures or to accidental mistakes the students made that resulted in lower positions in the game.

As the second part of the research was based on delayed feedback, it allowed to measure different things: familiarity with language games, motivating reasons to play, and the role of the fun component. It shows clearly that students are not familiar with online class games, and that they would approve of their use more in the future. This finding suggests that using Kahoot or any game in class would be welcome. One may wonder if this is because of the lack of methodological variety, work overload, constant presence of games in their lives, the need for strong stimuli or the desire to have fun rather than monotonous hard work. The reasons of playing the game in the class vary, ranging from the desire to win to the need to master the knowledge. Fun, reward, leader boards, avatars, points, challenges, which all are game elements used in a non-game context, appear overall to be effective in motivating the students. The results show that these are not the only reasons.

There might be a number of explanations for such results, but a statement by Jane McGonigal could cast some light on this phenomenon:

> The real world just doesn't offer up as easily the carefully designed pleasures, the thrilling challenges, and the powerful social bonding afforded by virtual environments. Reality doesn't motivate us as effectively. Reality isn't engineered to maximize our potential. Reality wasn't designed from the bottom up to make us happy. (…) Reality, compared to games, is broken.' (2011, loc. 124)

Fortunately, the classroom reality can be 'engineered' by the intrinsic motivation drive built in the class online game. In case of the researched group of students, expectancy of success after reaching a certain level of competence because of developing certain language skills is satisfied by gaining points, and finally coming closer to win. The motivational feedback is delivered instantly in the form of points depending on the language/grammar correctness. Even though the reward may be 'insignificant', it is still a reward. Goal-orientedness is enhanced by the possibility of making the step-by-step progress towards the class objectives stated by the teacher, as well as the chance of winning the game and being the best in the class. All of these are underlined by the presence of social experience, described by Deci as relatedness, and viewed by Dörnyei as cooperation. The students are not left alone, they act together, establish the manner in which they work together, as well as face the consequences of their wrongdoings/mistakes together. Therefore, the class-with-a-game reality is not broken, because it offers more motivational stimuli than just reality.

5. Conclusions

Teachers have to face the fact that gamification might be soon (if not already is) present in language classrooms. Learning happens every day, but it is sometimes hard, particularly in the case of delayed gratification or accomplishment. Gamification can add motivation to learning activities and as such should not be underestimated. Indeed, there have already been gamified classes in educational institutions and this trend is very likely to develop.

After having analysed the results of the questionnaire, which was focused mainly on the aspect of motivation, the motivational issues are to be particularly looked at. The intrinsic motivation components were evaluated and they indicate certain conclusions. In the online game context intrinsic motivation is enhanced by the perspective of winning and/or getting a reward. The win as a drive to play a language game cannot be underestimated. It is the factor which allows a learning class environment to be conditioned and shaped according to the needs of the students, the learning process, or the requirements of a course. Difficult or complex grammar input can be introduced and used by the teacher. Therefore, various learning objectives can be achieved, for example, introducing, revising, or consolidating the

language content. As demonstrated by the questionnaire results, students appreciate clear objectives, particularly if they help to master the knowledge or develop the language skills. Explaining the objectives to the students helps to take the language game beyond just pure fun. In order not to make the language game go beyond a gaming experience, it is valuable to enrich it with teamwork. Following the rules and norms within the group cooperation mode may allow students to go beyond just the content learning experience. It makes it purposeful and lets individuals relate themselves with the others. Getting instant motivational feedback in the form of points or levels indicates how effective this cooperation is.

All of the above assumptions are backed up with one important element: fun. Games provide fun and should not be only associated with something less serious. Having fun with others is not stressful, it is enjoyable. Playing a game together goes beyond the traditional way of learning, as the questioned game was designed to practice and revise the language, but also provides a thrill which is absent when doing ordinary grammar exercises. Everyday practice shows that students find anything better than the traditional old ways of teaching, and 69% of the questioned students were strongly convinced of this. The overwhelming majority of students admitted that they would like to see more games in their classes. Implementing language games into the learning process will bring variety, break monotony, enliven classes, and motivate students to work. Rewards, points, levels are forms of extrinsic motivators, but the whole gaming experience touches significantly the intrinsic motivation aspects. A more common view on gamification is expressed by Kevin Werbach, who claims that "[g]amification can motivate people to undertake activities that they otherwise wouldn't do. If that means hitting the gym regularly or having a more enjoyable engagement with a brand, it's a good thing". (Werbach, 2014, loc. 959)

6. Implications for further research

It may be thought that the use of language games is the best way of teaching and even though the results are highly satisfying, there are still many questions unanswered. Searching for the answers to them could be the focus of further research. Some problems and problematic issues that need to be measured, answered and solved are, for example:

● At what point, after numerous games, would the students become bored and disinterested?

●   Will the students still be engaged after years of being exposed to various gamified systems? Or will their interest wane?

●   How long-lasting are the results and how effective is this type of learning?

●   How dangerous and monotonous can it be to enhance motivation only through a system of points and rewards?

●   How effective can this method of gaining knowledge and improving skills be in the long run?

●   Will universities demand that teachers prepare more and more gamified courses to attract more and more students?

●   Will universities still need face-to-face teaching in the cost-cutting model of managing education?

●   How much will teachers resist to this model of learning?

●   Will gamified courses be as widely available and accessible as MOOCs are?

●   Will the lack of such courses affect and form 'ghettos' of less educated students?

●   Will the qualities and skills gained through gamified courses be appreciated by employers?

●   What kind of game content can be game-proof?

The list of possible questions will probably increase as gamification becomes more popular and widespread. So far, my research has been concentrated more on the positive aspects rather than the negative.

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Appendix 1 – List of Gamified Courses

https://gamingtheclassroom.wordpress.com/syllabus/

https://gameofpod2010.wordpress.com/rules-of-the-game/

http://annamariarogala.wix.com/beka#!misja/c4nz

http://www.ideatorium.ug.edu.pl/inspiracje.html