

## Exploring the Efficiency of Gamification of Language in Bangladeshi Tertiary English Language Classroom

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**ABSTRACT:** *This study investigates the efficiency of gamification in Bangladeshi tertiary English language classrooms. Using a mixed-methods approach, data were collected from over one hundred students and twenty teachers across several universities. The findings reveal that integrating gamified elements in language instruction enhances student motivation, engagement, and overall learning experience. Teachers also expressed positive attitudes toward gamification but highlighted the need for training and infrastructural support to implement it effectively. The study concludes that gamification holds promise as a pedagogical tool for improving language acquisition and fostering an interactive classroom environment in Bangladesh.*

**Keywords:** *Language Learning, Gamification, English Education, Motivation, Bangladesh.*

### 1. INTRODUCTION

In the context of global education, language acquisition remains a complex challenge, particularly for students in developing countries like Bangladesh. To create effective and engaging learning environments, educators are exploring innovative strategies. One such strategy gaining attention is gamification — the use of game elements in educational contexts to motivate and enhance learning outcomes. The integration of gamification in tertiary-level English classrooms in Bangladesh has the potential to transform conventional teaching methods into dynamic, interactive and student-centered experiences. Despite English being taught for 12 years in schools and colleges, many Bangladeshi students struggle with fluency and confidence in the language (6). Contributing factors include lack of motivation, traditional teaching approaches and insufficient resources. This study seeks to explore how gamification can address these challenges by promoting student engagement and improving language proficiency.

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### ***1.1. Background Study***

The term gamification can be traced from early 2000s when digital platforms and technology provides opportunity to incorporate entertaining elements with language learning (4). In recent years, gamification has emerged as a promising strategy in educational settings to improve students' engagement and learning outcomes. The concept refers to the application of game design elements—such as points, badges, leaderboards, and challenges—in non-game contexts, particularly in classrooms. This approach has gained traction globally, but its practical implementation in developing countries, like Bangladesh, is still in its infancy.

Bangladesh's tertiary education system faces significant challenges in English language instruction, including outdated teaching methods, limited resources, and a lack of student interest. The concept of gamification which means integration of game elements into learning process, has emerged as a promising tool for learning. Baek, 2023 (3). These issues have led to poor language proficiency among students, despite years of formal instruction. By exploring gamification, this study investigates whether game-like techniques can revitalize language learning practices and yield better academic and cognitive results.

### ***1.2. Research Objectives***

The primary objective of this research is to evaluate the effectiveness of gamification in enhancing English language learning at the tertiary level in Bangladesh. Specifically, the study aims to:

- To examine the impact of gamification on students' motivation and engagement.
- To assess improvements in vocabulary, grammar, and communication skills through gamified learning.
- To identify the challenges teachers face while implementing gamification in the classroom.
- To explore the kind of training and resources required for successful adoption.

### ***1.3. Theoretical and Conceptual Framework***

This study is grounded in Self-Determination Theory (SDT) developed by Deci and Ryan (1985), a prominent psychological framework that explores human motivation. SDT proposes that individuals are most motivated when their basic psychological needs for autonomy, competence, and relatedness are met. These needs are highly relevant in educational contexts and can be effectively addressed through gamified learning environments.

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#### **1.4. Research Gap**

Despite the growing global interest in gamification within education, its application in tertiary-level English language classrooms in Bangladesh remains significantly underexplored (8). While studies in other contexts have shown gamification to be effective in enhancing learner motivation, engagement, and skill acquisition, there is limited empirical research that investigates its contextual relevance, pedagogical feasibility, and impact in Bangladeshi universities. Most English language instruction in Bangladesh still relies on traditional teacher-centered methodologies that often fail to address students' motivational needs. This disconnect contributes to a widespread perception of English as a burdensome subject rather than a communicative tool, thereby reducing learners' engagement and language retention. Although international studies have demonstrated that gamified environments can stimulate intrinsic motivation (aligned with Self-Determination Theory) and support personalized task-based learning, the effectiveness of these approaches within the socio-cultural and infrastructural realities of Bangladeshi classrooms has not been adequately examined (14). Furthermore, the voices of local educators and learners regarding the usability, acceptance and outcomes of gamification in English language learning remain underrepresented in existing literature.

## **2. RESEARCH QUESTIONS**

This study investigates the effectiveness of gamification in enhancing English language learning in Bangladeshi tertiary classrooms. Based on the study's objectives, the following research questions guide the inquiry:

- How does the use of gamification affect students' motivation and engagement in tertiary-level English language classrooms in Bangladesh?
- In what ways can gamified learning environments contribute to the enrichment of students' English vocabulary?
- How do Bangladeshi tertiary-level English language teachers perceive the benefits and challenges of using gamification in the classroom?
- What strategies do teachers currently use to incorporate gamified elements in their language teaching practices, and what are the outcomes?
- What types of training, resources, and institutional support do teachers require to effectively implement gamification in English language instruction?

## **3. LITERATURE REVIEWS**

Gamification in education has been widely researched, with studies indicating its positive influence on learners' motivation and participation.

According to Deterding et al. (2011), gamified environments create a sense of achievement and progress, essential for student motivation (15). Alsarvaier (2017) also found that gamification enhances engagement levels and fosters better learning experiences in mental education contexts (16). In the context of language acquisition, research by Hossain (2015) showed that gamification improved vocabulary and grammar skills among Bangladeshi ESL learners (17). Similarly, Hamari et al. (2014) highlighted that gamified platform make language learning more interactive and enjoyable, reducing the fear of failure often associated with traditional teaching.

Despite these benefits, challenges remain, especially in countries with limited technological infrastructure. Implementation success depends largely on teachers' familiarity with digital tools, access to resources, and institutional support. Rahman (2018) emphasized the importance of structured training programs for teachers to effectively utilize gamification techniques.

#### 4. RESEARCH METHODOLOGY

This research employed a mixed-methods approach, combining both qualitative and quantitative data to provide a comprehensive understanding of gamification's effectiveness in tertiary English classrooms in Bangladesh. Data collection was conducted through surveys and interviews targeting students and teachers across various universities.

**Participants:** The quantitative sample consisted of 111 students from universities including the University of Information Technology and Sciences (UITS), Khulna University, American International University-Bangladesh (AIUB) and other institutions. Participants were aged between 18 and 30 years, with a balanced gender distribution. For the qualitative component, 10 faculty members from UITS participated in semi-structured interviews to provide insights into teaching practices and experiences with gamification.

**Instruments:** For quantitative analysis, a structured questionnaire with 26 close-ended questions was distributed via Google Forms to assess students' perceptions of gamification. Qualitative data were gathered through recorded interviews comprising five open-ended questions designed to extract teachers' perspectives on the integration and impact of gamification in language classrooms.

**Procedure:** Survey links were circulated digitally, and participation was voluntary with assurances of anonymity and confidentiality. Interviews were conducted in person or virtually, and audio recordings were transcribed for thematic analysis. Ethical standards were maintained, with informed consent obtained from all participants prior to data collection.

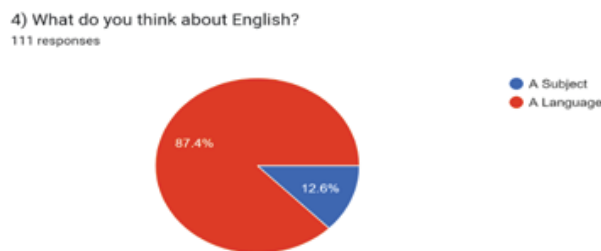
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**Data Analysis:** Quantitative data were analyzed using Microsoft Excel for descriptive statistics, including frequency distributions and percentage calculations. Visual aids such as pie charts and tables were used to represent survey responses. Qualitative data were analyzed thematically, identifying recurring patterns and teacher sentiments regarding gamification's applicability and challenges.

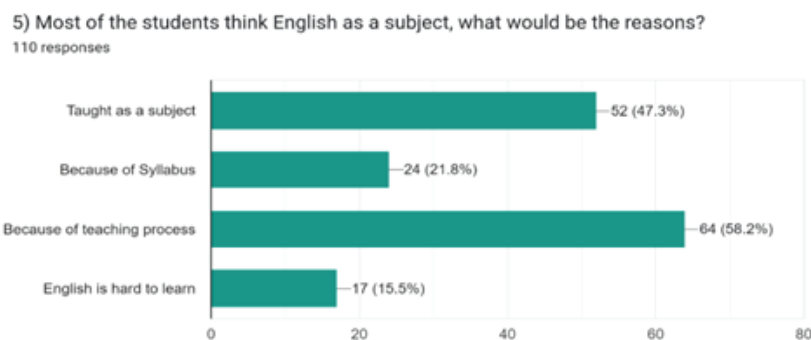
### 5. RESEARCH RESULTS/FINDINGS

This chapter represents the analysis of the qualitative and quantitative findings. The quantitative results have been shown through tables and pie charts based on the participation of students from different Universities. And the qualitative results have been described particularly based on teacher's thoughts and their opinions.

#### 5.1. Survey Results:

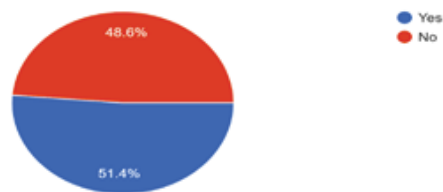


**Figure 01:** Most students (87.4%) viewed English as a



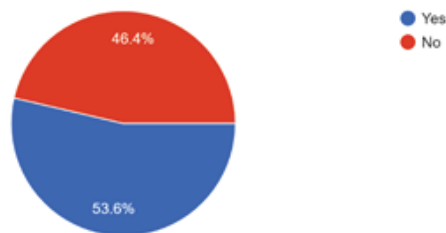
**Figure 2:** In this chart we see 64 participants find the teaching process is a reason of students thought of English as a subject. 52 participants find that English is taught as a subject which is one of the reasons of student's thought about English.

6) Are you currently enrolled in a tertiary English Language Course?  
111 responses



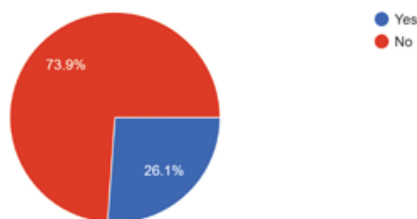
**Figure 3:** From all the Participants 51.4% is currently enrolled in a tertiary English Language course.

7) Are you familiar with "Gamification of Language"?  
110 responses



**Figure 4:** This chart shows how many of the participants are familiar with Gamification of Language. In the chart we see 53.6% of the participants are familiar and 46.4% of the students are not familiar with this method.

8) Have you ever participated in a gamified learning environment in an educational setting?  
111 responses

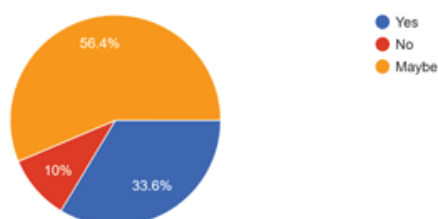


**Figure 5:** In this chat we see most of the students never participated in any kind of gamified learning environment.

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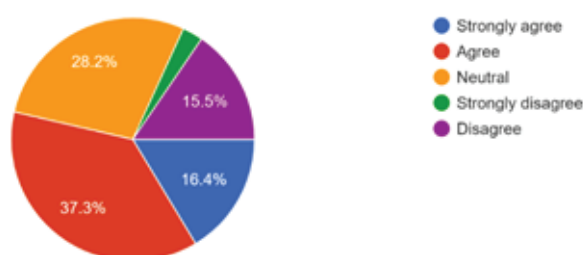
9) If yes what elements were integrated?			
Category	Example	Count	Percent
Role Play	Role Playing of different characters	10	17%
Word Hack	Pen, Paper, Projector, Vocabulary, Puzzle	15	25%
Debate	Different types of debate Competition	16	27%
Drama	Performed in Stage Drama	10	17%
Others Type	Storytelling, Picture describing	8	14%

10) Do you think Gamification of Language can improve 4 skills of communication in English?  
110 responses



**Figure 6:** 56.4% of the participants think maybe gamification can improve the 4 skills of the students and 33.6% of the students think gamification can improve the skills but 10% of the participants think gamification cannot improve the skills of communication.

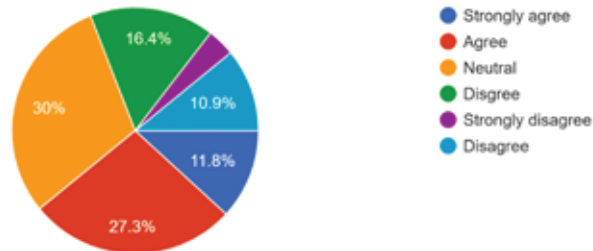
11) Games can improve Reading skills.  
110 responses



**Figure 7:** Most of the participants, we see 37.3% of the participants agreed that games can improve reading skills but only 16.4% of the participants disagreed with this statement.

12) Games can improve Writing skills.

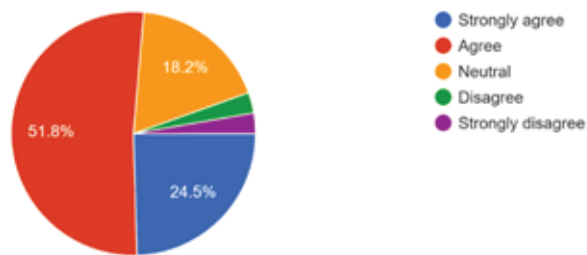
110 responses



**Figure 8:** 30% of the participants stayed in neutral position about this statement that games can improve writing skills. 27.3% of the participants disagreed about this statement.

13) Games can improve Listening skills.

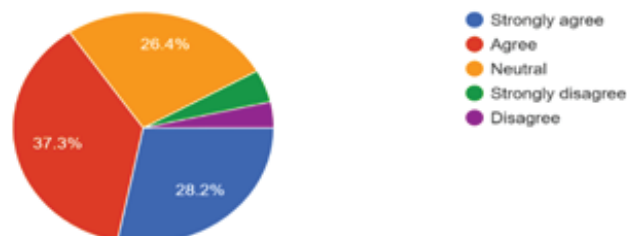
110 responses



**Figure 9:** In this chart of the survey we see 24.5% of the participants strongly agree that games can improve listening skills. About 52% of the students agreed with it but only 3% students disagreed with it.

14) Games can improve Speaking skills.

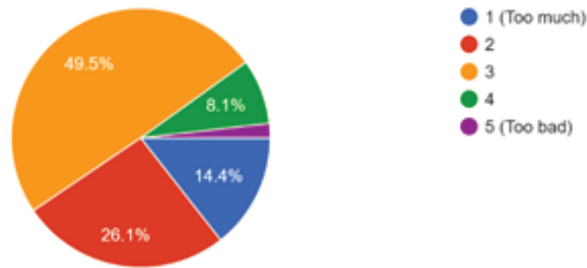
110 responses



**Figure 10:** 37.3% students agreed that games can improve speaking skills. 28.2% of the participants strongly agreed with this statement. But only 4.5% of the students disagreed with it.

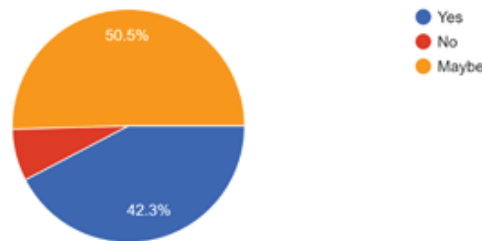
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15) How engaging do you think gamified learning environment for language learning?  
111 responses



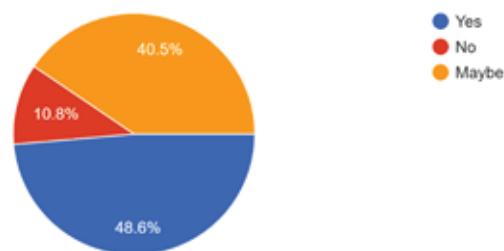
**Figure 11:** This chart shows the opinion of the participants that how engaging gamified learning environment for learning a language from their point of view.

16) Do you think gamified learning has positively impacted your English Language proficiency?  
111 responses

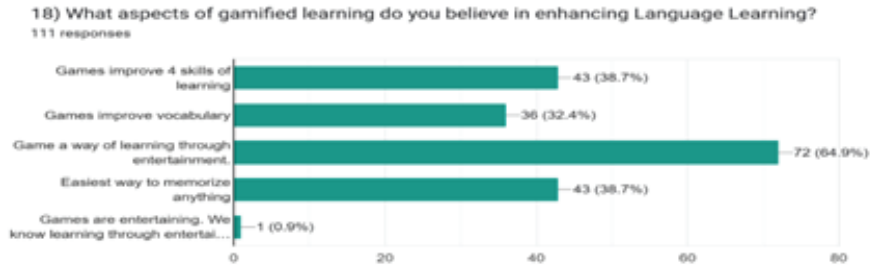


**Figure 12:** More than 50% of the participants think that may be gamified learning positively impacted their language proficiency. 42.3% of the participants think that gamified learning has positively impacted their learning.

17) Do you think gamification can influence language learning outcomes?  
111 responses

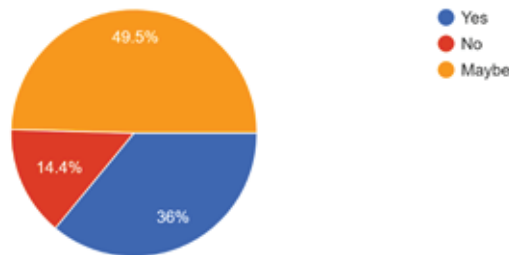


**Figure 13:** Almost 50% of the participants think that gamification can influence language learning outcomes. 40.5% of the participants think may be gamification can influence the outcomes but only 10.8% of the students think gamification cannot influence.



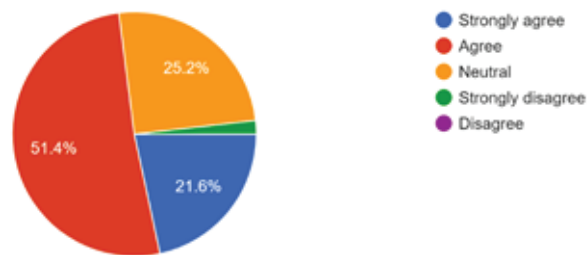
**Figure 14:** 64.9% of the students find gamification a way of learning through entertainment. That's why they think gamified learning can enhance language learning.

19) Do you think gamification can be helpful for teachers in language learning class?  
111 responses



**Figure 15:** Without 14.4% of the participants all the participants think gamification can be helpful for teachers in language learning class.

20) Games can enrich vocabulary of students.  
111 responses

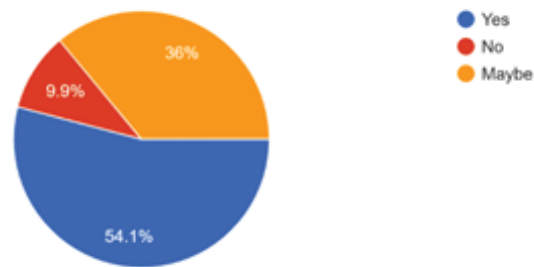


**Figure 16:** 51.4% students agreed that games can enrich the vocabulary of the students. 21.6% students strongly agreed with this statement but only 2% students disagreed with this statement.

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21) Do you find games effective in learning English?

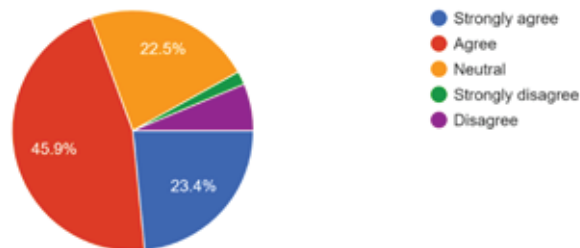
111 responses



**Figure 17:** Except only about 10% of the participants, all the participants found games effective in learning English.

22) Games can motivate students to learn English.

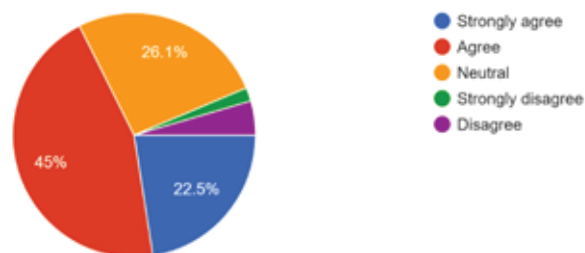
111 responses



**Figure 18:** 45.9% participants agreed that games can motivate students to learn English. 23.4% strongly agreed with this statement. Only 6.3% students disagreed with this statement.

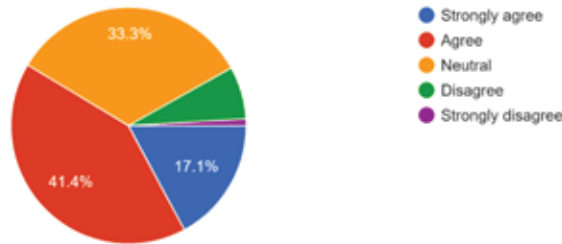
23) Games can increase the engagement of students in language learning classroom.

111 responses



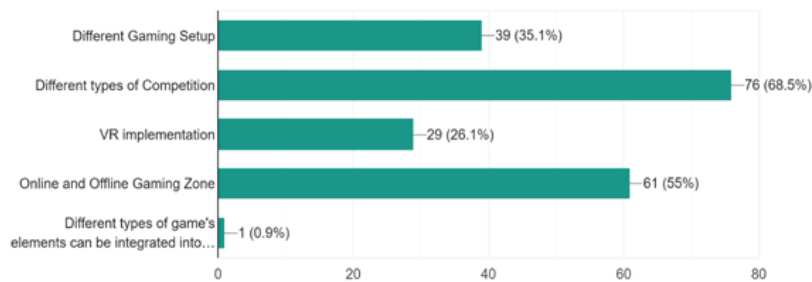
**Figure 19:** 45% participants agreed that games can increase the engagement of the students in language learning classroom. 22.5% students strongly agreed with the statement. Only 5% of the participants disagreed with the statement.

24) Gamified learning process is more beneficial than any other language learning process.  
111 responses



**Figure 20:** 41.4% of the participants agreed that gamified learning process is more beneficial than any other language process. 17.1% participants strongly agreed with this statement and 7.2% disagreed with the statement.

25) What additional elements would you recommend for enhancing gamified language learning experiences?  
111 responses



**Figure 21:** To enhance gamified learning experience 68.5% students found the importance of different types of competition most, 55% found the importance of online and offline gaming zone as well.

22) What kinds of games do you think can be beneficial for students to learn English?				
Category	Example	Count	Percent	
Offline Games	Puzzle, Que Card, Quizzes	39	35%	
Online Games	Different types Mobile and PC Games	45	41%	
Debate	Debate Competition	11	10%	
Role Play	Stage Drama, Interactive story - based	7	6%	
Story Telling	Memorizingstory, Detective, Picture describe	17	15%	
No Idea	I don't know	19	17%	

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<b>23) Give your opinion about the importance of implementation of Gamification of Language in Bangladeshi Tertiary level classroom.</b>			
<b>Category</b>	<b>Example</b>	<b>Count</b>	<b>Percent</b>
Very Effective	Implementation is very much needed, very effective for language learning	28	25%
Interesting and Impactful	Learning through entertainment is so much impactful	28	25%
No Opinion	Don't know, No opinion	25	23%
Significant	This method is significant for all students.	13	12%
Strong Way of Learning	Innovative way of learning, strong way of education	10	9%
Difficult	Implication may be difficult in Bangladesh	10	9%
Negative	Students may fall into addiction of games	5	5%
Applicable for Junior Level	It's more effective in junior level than tertiary level	3	3%

**5.2. Interview Results**

Teachers have different opinions regarding different questions of the interview. In some sectors they provide similar opinions. The questions and the perceptions of teachers are given below:

**1) Are you familiar with Gamification of Language? How effective do you think of gamified language learning activities?**

**Analytical answer:** Each of the teachers are somehow familiar with Gamification of Language. Most of the teachers believe that gamified language learning activities in classroom is much effective for the students. Especially it is helpful for ice-breaking session. It makes the classroom activities more interesting and engaging. Some of the teachers believe that gamification will be effective because students sometimes get bored of traditional language learning methods. Gamification is a kind of new innovative trend in academia. So, if this innovative methods can be implemented into learning process, students will feel interested to learn and the impact will be significant. Some other teacher believes that to find the fruitful results of gamification in the language classroom, the teacher or the instructor have to be very careful about it. If the instructor cannot handle it, the effectiveness of it will not that much.

**2) Have you ever implemented any gamified elements in your teaching methods?**

**Analytical answer:** Not every teacher implemented gamified elements but some of the teachers applied different types of gamified elements in their teaching methods. Such as role play or instruction game or picture describe etc.

Basically, the literature teachers applied these methods more than language teachers. They find more engagement after implementing these methods. They hope to apply these methods in nearest future.

**3) How do you think that the role of gamification encourages English Language acquisition among tertiary students in Bangladesh?**

**Analytical answer:** From the teachers' point of view there is a craze for games in our young generation. They are playing different types of games which are modified using the English language. They sometimes see unfamiliar words and have to learn those words to play games smoothly which increases the vocabulary of them. If gamification can be implemented into learning class, it will accelerate the process of learning. But acquisition may be tough for tertiary level it will work perfectly in primary level. But if gaming or activity based class would be more common in our country then may be in tertiary level the language acquisition idea would be fruitful through this process.

**4) In the context of Bangladeshi cultural norms and educational setting, what challenges or opportunities do you think in integrating gamification into English Language Teaching?**

**Analytical answer:** From different teachers believe in the context of Bangladesh, it needs different infrastructure or different settings and most of the universities of Bangladesh do not have this. Another very new challenge is as this is a very new process of teaching not everyone will welcome it because people are kind of traditional and have some kind of superstition and most of the people tend to love the traditional system. From their point of view one of the main challenges is large people but small space. This will create another challenge that will be, all the students cannot get equal excess or equal facilities for this process. Because for this process we need enough space and enough facilities. We may have to face these challenges to implement this method.

**5) In your experiences, do you believe incorporating gamification techniques can benefit English Language learning in Bangladeshi tertiary classroom?**

**Analytical answer:** From the teacher's point of view if we can overcome all the challenges and implement this method successfully, this method will bring great opportunities also. This is going to be a big opportunity that the shyness that the students feel that would be somehow evaporated and students will be very much habituated to speak in English which will improve the learning process of the students.

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Their beliefs, if anyone can learn anything happily, he can learn or acquire it properly. As gamification is a method which can be helpful to learn through entertainment, students will enjoy it while learning, which will accelerate the learning process. So they think gamification in language learning is much effective and it can be beneficial in English Language learning in Bangladeshi tertiary classroom.

## **6. RESULTS AND DISCUSSION**

### ***Survey Findings***

The student survey revealed that 87.4% perceived English as a language rather than merely a subject, indicating an openness to engaging learning methods. However, 64% also identified traditional teaching practices as a major reason for their lack of interest in English, highlighting the need for reform.

Regarding awareness, 53.6% of students were familiar with the concept of gamification, but 62.7% had never experienced a gamified learning environment. This points to a gap between conceptual awareness and actual implementation.

More than 56% of participants believed gamification could improve all four English language skills—reading, writing, listening, and speaking. Listening and speaking skills were particularly noted, with over 50% agreeing that gamified methods enhance these areas. Furthermore, 73% of students found gamified learning environments engaging, and 65.7% felt it positively impacted their English proficiency.

### ***Interview Insights***

Teachers largely supported gamification, noting its potential to improve classroom engagement and reduce monotony. Many highlighted that gamified activities, such as role play and vocabulary games, help break the ice and foster collaborative learning. Several also observed that students naturally acquire new vocabulary while interacting with game-based content.

However, they also emphasized critical challenges such as lack of infrastructure, limited training, and conservative attitudes toward innovative methods. A few educators expressed concern over students potentially getting addicted to games, while others argued that gamification is more effective at the primary level than at tertiary education without tailored adaptation.

Overall, three themes emerged: (1) high student motivation and interest in gamified content, (2) teacher willingness but limited support and training, and (3) infrastructural and cultural barriers. While the potential of gamification is evident, the study underlines the importance of strategic planning and institutional investment for sustainable implementation.

## 7. RECOMMENDATION

Based on the study's findings, several actionable recommendations can be made to promote the successful integration of gamification into tertiary English language instruction in Bangladesh:

- Institutions should provide structured training programs for teachers on gamification tools and techniques.
- Universities must invest in digital infrastructure to support interactive learning platforms.
- English curricula should be redesigned to include gamified content that aligns with learning outcomes.
- Awareness campaigns can help overcome resistance from educators unfamiliar with non-traditional teaching methods.
- Continuous monitoring and feedback mechanisms should be implemented to assess the effectiveness of gamified learning environments.

## 8. LIMITATIONS

While this study provides valuable insights into the use of gamification in tertiary English language classrooms in Bangladesh, it is not without limitations:

- The sample size was limited to a few universities and may not reflect the overall national scenario.
- Most of the data were self-reported, which could introduce personal bias or inaccuracies.
- The study focused only on student and teacher perspectives without long-term classroom observations.
- Technological barriers across institutions may vary significantly and were not uniformly measured.
- The research did not examine the impact of gamification on actual academic performance over time.

Future studies could address these limitations by expanding participant demographics, including observational research, and analyzing the long-term academic outcomes of gamified learning.

## 9. CONCLUSIONS

This study highlights the significant potential of gamification in transforming English language instruction in Bangladeshi tertiary classrooms.

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The findings demonstrate that gamified learning activities enhance student motivation, increase engagement, and support language skill development—particularly in speaking and listening. Students showed enthusiasm for interactive methods, while teachers acknowledged the benefits despite pointing out practical challenges.

However, the full benefits of gamification can only be realized if institutions invest in training, infrastructure, and pedagogical planning. Teachers must be equipped with the tools and knowledge to effectively integrate game-based learning into their curricula. With proper implementation, gamification can play a critical role in improving the quality of English education and bridging existing learning gaps in Bangladesh.

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