

THỨC ĐẨY SỰ THAM GIA TRONG LỚP HỌC TIẾNG ANH - KHÁM PHÁ TÁC ĐỘNG CỦA CÔNG CỤ CLASSDOJO

Đoàn Trần Hoàng Dung, Nguyễn Thị Phụng Nhi
Trường Đại học Lạc Hồng, số 10 Huỳnh Văn Nghệ, Bửu Long, Biên Hòa, Đồng Nai
Tác giả liên hệ: dungdoan@lhu.edu.vn

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TỪ KHÓA

ClassDojo;
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TÓM TẮT

Nghiên cứu định tính này tập trung vào tác động của ClassDojo đối với sự tham gia của 100 sinh viên Khoa Ngôn ngữ Anh (EFL) tại Đại học Lạc Hồng, Việt Nam, thông qua cuộc phỏng vấn bán cấu trúc và quan sát lớp học. Các phát hiện cho thấy ClassDojo có ảnh hưởng đa chiều đối với sự tham gia của sinh viên. Việc áp dụng các yếu tố trò chơi điện tử như điểm, huy hiệu và bảng xếp hạng giúp tăng thêm sự thú vị và cảm giác thành tựu, khuyến khích sự tham gia và cải thiện chuyên cần. Tuy nhiên, mức độ hiệu quả có sự khác biệt. Cùng với đó, nghiên cứu cũng phát hiện ra những thách thức tiềm ẩn, chẳng hạn như việc phụ thuộc quá nhiều vào ứng dụng trò chơi điện tử có thể làm giảm đi động lực nội tại của việc học ngôn ngữ. Nghiên cứu này cung cấp hiểu biết sâu sắc và giá trị cho người dạy ngoại ngữ khi cố gắng sử dụng ClassDojo để tăng cường sự tương tác. Các đề xuất được đưa ra nhằm tối ưu hóa tính năng của nó để củng cố tích cực, tích hợp các hoạt động với mục tiêu học tập và giải quyết nhu cầu cụ thể của từng sinh viên. Nghiên cứu nhấn mạnh tiềm năng của việc áp dụng trò chơi điện tử để tăng cường sự tham gia, nhưng cũng nhấn mạnh tầm quan trọng của việc tích hợp nó vào một phương pháp dạy học ngôn ngữ ở mức độ rộng lớn hơn nhằm thúc đẩy động lực nội tại cho việc tiếp thu ngôn ngữ.

FOSTERING ENGAGEMENT IN EFL CLASSROOMS - EXPLORING THE INFLUENCE OF CLASSDOJO

Doan Tran Hoang Dung, Nguyen Thi Phung Nhi
Lac Hong University, No. 10 Huynh Van Nghe Str., Buu Long Ward, Bien Hoa, Dong Nai, Vietnam
Corresponding Author: dungdoan@lhu.edu.vn

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ABSTRACT

This qualitative study investigates the impact of ClassDojo, a gamified classroom management app, on student engagement among 100 English as a Foreign Language (EFL) learners at Lac Hong University, Vietnam. Utilizing semi-structured interviews and classroom observations, the research explores how students experience ClassDojo and how it influences their attendance, participation, and overall motivation in the English language learning environment. The findings reveal the multifaceted influence of ClassDojo on student engagement. The gamification elements, including points, badges, and leader boards, contribute to increased enjoyment and a sense of achievement, potentially fostering intrinsic motivation. Furthermore, the app seems to encourage participation and improve attendance frequency. However, the effectiveness varies across students, with some potentially relying more heavily on extrinsic motivators provided by ClassDojo. The qualitative exploration also uncovers potential challenges, such as over-reliance on gamification potentially overshadowing intrinsic motivation for language learning. This study offers valuable insights for educators seeking to leverage ClassDojo to enhance engagement in EFL classrooms. Recommendations for optimizing features for positive reinforcement, integrating activities with learning objectives, and addressing individual student needs are presented. The research underscores the potential of gamification to enhance engagement but emphasizes the importance of integrating it within a broader language learning pedagogy that fosters intrinsic motivation for language acquisition.

Available online at: <https://js.lhu.edu.vn/index.php/lachong>

1. INTRODUCTION

Enhancing student engagement is a persistent challenge in English as a Foreign Language (EFL) classrooms worldwide. Students grappling with a new language may experience anxieties about speaking, making mistakes, or participating actively in class discussions (MacIntyre et al., 1997) [1]. This can create a barrier to effective language learning, hindering progress and diminishing motivation. Educators, therefore, are constantly seeking innovative strategies to create engaging learning environments that foster active participation and a love for the target language.

Recent years have witnessed a surge in the use of gamification, the application of game-like elements in non-game contexts, within the educational landscape (Kapp, 2012) [2]. One such tool, ClassDojo, a gamified classroom management app, has gained popularity for its potential to promote positive behaviors and increase student participation. ClassDojo utilizes game mechanics such as points, badges, and leaderboards to provide students with immediate feedback and recognition for desired behaviors in the classroom.

However, the influence of ClassDojo on student engagement within the specific context of EFL learning remains relatively unexplored. While quantitative studies have investigated its impact on classroom climate and participation in general education settings (Aydin & Ozcelik, 2015; MacLean-Blevins, 2013) [3] [4], a deeper understanding of student experiences and perceptions in EFL classrooms is necessary.

This qualitative research delves into the multifaceted influence of ClassDojo on student engagement in an EFL learning environment. Employing a qualitative approach allows for an in-depth exploration of student voices, capturing their perceptions of ClassDojo, its impact on their motivation to learn English, and its potential benefits and challenges within the EFL context.

By utilizing semi-structured interviews and classroom observations, this study aims to address the following research questions:

- How do EFL learners perceive ClassDojo and its influence on their motivation to learn English?
- Does ClassDojo influence student attendance and participation in EFL-specific activities (e.g., speaking tasks, group discussions)?
- What are the potential benefits and challenges associated with using ClassDojo in an EFL classroom, considering cultural differences and student anxieties about using the target language?

- How can ClassDojo be effectively integrated with existing EFL teaching methodologies to maximize its impact on student engagement and language acquisition?

Exploring these questions through a qualitative lens can provide valuable insights for educators seeking to leverage ClassDojo's potential to create a more engaging and motivating EFL learning environment. The findings of this study can contribute to the growing body of research on gamification in language learning, specifically focusing on the unique needs and challenges faced by EFL students. Ultimately, by understanding the nuanced influence of ClassDojo on student engagement, educators can utilize this gamified tool to foster a love for the English language and empower their students on their journey of language acquisition.

2. CONTENT

In EFL classrooms, involvement is a multifaceted concept including students' cognitive, emotional, and behavioral engagement in learning. There's a rising acknowledgment of the significance of cultivating this engagement to enhance language learning outcomes effectively. This literature review provides an overview of key concepts related to engagement in EFL classrooms, explores the role of technology in enhancing engagement, and reviews existing literature on the use of ClassDojo as a tool for fostering engagement.

2.1 Engagement in EFL Classrooms

Engagement has emerged as a central focus in educational research, as scholars seek to understand the factors that contribute to students' active participation and motivation in the learning process. In EFL classroom settings, active participation is vital for enhancing language learning and progress. Fredricks, Blumenfeld, and Paris (2004) [5] define engagement as the extent to which students are psychologically invested in learning, characterized by their attention, effort, and persistence in academic tasks. Engaged students are more likely to exhibit positive attitudes towards learning, demonstrate higher levels of motivation, and achieve better learning outcomes (Reeve & Tseng, 2011) [6].

Recent studies have continued to explore various factors influencing engagement in EFL classrooms. For instance, Dewaele and Li (2021) [7] found that teacher enthusiasm significantly enhances student enjoyment and effort in EFL settings. Additionally, collaborative learning strategies have been shown to effectively maintain engagement, particularly when learners are involved in tasks that require cognitive and behavioral engagement (Espinoza & Arias, 2020) [8].

2.2 The Role of Technology in Enhancing Engagement

In recent years, advancements in technology have revolutionized teaching and learning practices, offering new opportunities to engage students in the educational process. Digital tools and platforms provide educators with innovative ways to deliver instruction, facilitate communication, and personalize learning experiences. Within the field of language education, technology has been increasingly integrated into classroom instruction to promote language acquisition and proficiency (Stockwell, 2012) [9].

Technology-enhanced learning environments offer several benefits for EFL instruction, including increased accessibility to authentic language resources, opportunities for interactive and collaborative learning, and enhanced motivation and engagement (Chapelle, 2001) [10]. Digital tools such as multimedia presentations, online learning platforms, and mobile applications can provide students with interactive and immersive language learning experiences that cater to diverse learning styles and preferences (Godwin-Jones, 2011) [11].

Recent studies have further demonstrated the effectiveness of technology in EFL settings. For example, Zou et al. (2021) [12] reported that using mobile applications for language learning significantly improved student engagement and motivation. Similarly, a study by Wang et al. (2020) [13] highlighted the positive impact of virtual reality environments on student participation and language acquisition in EFL classrooms.

2.3 ClassDojo: A Tool for Fostering Engagement

ClassDojo is a widely-used digital platform designed to support classroom management, communication, and behavior tracking. Originally developed as a tool for tracking and reinforcing positive behavior, ClassDojo has expanded to include features such as messaging, portfolio sharing, and real-time feedback. One of the key features of ClassDojo is its use of gamification principles to motivate students and promote positive behavior, as stated by Cakir and Solak (2016) [14].

Several studies have examined the use of ClassDojo in educational settings and its impact on student engagement and behavior. For example, a study by Di Blas et al. (2018) [15] found that the use of ClassDojo led to improvements in student behavior and classroom management, as well as increased teacher-student communication and parental involvement. Similarly, a study by Bradshaw et al. (2019) [16] reported positive effects of ClassDojo on student motivation and engagement, particularly among younger students.

While existing research on ClassDojo has primarily focused on its use in primary and secondary education

settings, there is limited research on its application in EFL classrooms. Given the importance of engagement in language learning, it is crucial to explore the potential benefits of ClassDojo for fostering engagement in EFL classrooms and its implications for language teaching and learning.

3. METHODOLOGY

This qualitative study investigated the influence of ClassDojo, a gamified classroom management app, on student engagement among 100 EFL learners at Lac Hong University, Vietnam. To gain in-depth understanding of student experiences and perspectives, the research employed a multi-method approach utilizing semi-structured interviews and classroom observations.

3.1 Participants

The participants consisted of 100 EFL learners enrolled in an intermediate-level English language course at Lac Hong University. The age range of the participants was 18-22 years old, with a relatively even distribution of male and female students. The participants were chosen through convenience sampling, as the research was conducted in collaboration with a willing instructor at the university.

3.2 Data Collection Instruments

3.2.1 Semi-Structured Interviews

The primary data collection method involved conducting semi-structured interviews with a purposive sample of 20 students. The purposive sample ensured representation of students with varying levels of participation and engagement in the EFL classroom. The interview protocol was developed based on a review of existing literature on gamification and student engagement in language learning contexts (Deci & Ryan, 2000; Hamari et al., 2014) [17] [18]. The protocol explored themes including:

- Student perceptions of ClassDojo and its impact on their motivation to learn English.
- The impact of ClassDojo on student attendance and engagement in classroom activities.
- The perceived benefits and challenges associated with using ClassDojo in an EFL classroom.
- Student suggestions for optimizing the use of ClassDojo within the language learning environment.

All interviews were conducted individually in a quiet location on campus and audio-recorded with the informed consent of the participants. All interviews were conducted in English, the language of instruction in the EFL course. The interviews lasted approximately 30-45 minutes each and were semi-structured, allowing for flexibility to probe deeper into student responses and experiences.

3.2.2 Classroom Observations

To complement the interview data and gain a holistic understanding of the classroom environment, the researcher conducted a series of classroom observations. A total of 10 observations were conducted across a two-week period, focusing on different days and times of the week to capture a representative sample of class activities.

During the observations, the researcher focused on:

- Teacher use of ClassDojo features (e.g., awarding points, issuing badges)
- Student engagement levels during various activities (e.g., participation in discussions, completion of tasks)
- Student-teacher interactions related to ClassDojo
- Overall classroom atmosphere and dynamics

Detailed field notes were taken during the observations, documenting specific behaviours, interactions, and occurrences related to ClassDojo and its influence on student engagement.

3.2.3 Data Analysis

The interview data were audio-recorded and transcribed verbatim. Thematic analysis was utilized to pinpoint recurrent themes and patterns present in the student narratives (Braun & Clarke, 2006) [19]. The first stage of coding was carried out separately by the researcher and a research assistant, followed by joint discussions to ensure consistency between the coders. Codes were then categorized into broader themes to develop a comprehensive understanding of student experiences with ClassDojo.

The classroom observation data were analyzed through a constant comparative method (Glaser & Strauss, 2017) [20]. Field notes were reviewed and coded to identify patterns and trends in student behaviour, teacher actions, and the overall classroom environment as related to ClassDojo. These findings were then triangulated with the interview data to provide a richer and more nuanced understanding of the research question.

3.2.4 Ethical Considerations

Informed consent was obtained from all participants prior to the commencement of the interviews. The study protocol was reviewed and approved by the Institutional Review Board (IRB) of Lac Hong University to ensure adherence to ethical research guidelines. Participants were assured of anonymity and confidentiality throughout the research process. All interview recordings and data will be stored securely for a period of 3 years after the completion of the study.

4. FINDINGS AND DISCUSSION

4.1 Findings

This qualitative study investigated the influence of ClassDojo, a gamified classroom management app, on student engagement among 100 EFL learners at Lac Hong University, Vietnam. Utilizing semi-structured interviews and classroom observations, the research explored student perceptions of ClassDojo and its impact on their attendance, participation, and overall motivation to learn English.

Thematic analysis of interview data revealed that many students perceived ClassDojo as a positive and enjoyable addition to the EFL learning environment. The gamified elements, particularly points and badges, were seen as a source of motivation and a way to acknowledge their efforts. Students described feeling a sense of accomplishment when they earned points for positive behaviours like completing tasks or participating actively in class discussions. This aligns with previous research on gamification, suggesting that game-like mechanics can foster intrinsic motivation by providing students with a sense of achievement (Landers et al., 2017) [21].

One student remarked, "I like getting points in ClassDojo. It makes me feel good when the teacher recognizes my participation." Another student echoed this sentiment, stating, "Earning badges motivates me to try harder and participate more in class discussions." These findings suggest that ClassDojo can contribute to a more positive and engaging learning experience for EFL learners, potentially sparking intrinsic motivation for language acquisition.

Classroom observations provided evidence that ClassDojo might be influencing student attendance and participation frequency. While a causal relationship cannot be definitively established, teachers reported a noticeable decrease in absenteeism since implementing ClassDojo. Additionally, observations revealed increased student participation in various activities, with students more readily volunteering to answer questions or participate in group tasks.

This aligns with findings from MacLean-Blevins (2013) [4], who reported increased participation in a secondary math classroom after implementing ClassDojo. The potential link between ClassDojo and improved attendance warrants further investigation, particularly considering the challenges some EFL learners face in overcoming anxieties and insecurities about using the target language. Future research could explore student experiences with attendance anxiety and how ClassDojo might influence their decisions to attend class.

However, the data also revealed variations in student responses to ClassDojo. While some students were highly motivated by the points and badges, others reported being less interested in these extrinsic motivators. One student commented, "I participate in class because I want to learn English, not just to get points." This finding highlights the importance of considering individual student learning styles and intrinsic motivations.

Deci and Ryan (2000) [17] emphasized the potential drawbacks of overreliance on extrinsic motivation, suggesting it can crowd out intrinsic motivation in the long run. Educators utilizing ClassDojo may need to find a balance, integrating gamified elements with other strategies to foster intrinsic motivation for language learning. This could involve connecting points and badges to learning goals, highlighting the progress they represent in language acquisition rather than focusing solely on the rewards themselves.

The interview data also revealed potential challenges associated with ClassDojo in an EFL context. Some students expressed anxieties about making mistakes or speaking in front of the class, fears that might be exacerbated by the competitive aspects of ClassDojo leader boards. Additionally, a few students reported feeling pressure to participate solely to earn points, suggesting a potential overreliance on extrinsic motivation.

These findings highlight the importance of teacher awareness and sensitivity when implementing ClassDojo in EFL classrooms. Educators should create a supportive learning environment where mistakes are seen as opportunities for learning, and intrinsic motivation for language acquisition is fostered alongside gamified elements. This could involve offering alternative ways to earn points that cater to different learning styles and addressing student anxieties through open communication and encouraging participation for the sake of language development.

The study also explored how ClassDojo is integrated with language learning activities. Teachers reported using ClassDojo to reward desired behaviours that support language acquisition, such as actively participating in discussions, using correct grammar and vocabulary, or completing homework assignments on time. This approach aligns with recommendations from gamification research, which emphasizes the importance of aligning game mechanics with learning objectives (Hamari, et al., 2014) [18].

However, some students expressed a desire for ClassDojo points to be awarded for a wider range of language learning activities, such as self-study or completing online language learning exercises. This

suggests that further exploration is needed to develop effective strategies for integrating ClassDojo seamlessly within a broader EFL pedagogy that caters to diverse learning styles and preferences. Educators could explore creative ways to award points for self-directed learning activities or integrate ClassDojo with existing learning management systems (LMS) to track and reward online language learning activities.

The classroom observations revealed positive changes in student-teacher interactions. Teachers reported using ClassDojo to provide immediate and positive feedback to students, fostering a more encouraging and supportive classroom environment. This aligns with findings from Aydin & Ozcelik (2015) [3], who reported a more positive classroom climate with ClassDojo implementation.

However, some students expressed a desire for more personalized feedback beyond just the points awarded through ClassDojo. This highlights the continued importance of fostering positive student-teacher relationships built on open communication and individual attention, alongside the use of ClassDojo. Teachers can leverage ClassDojo's features for positive reinforcement while also creating opportunities for personalized feedback and guidance tailored to each student's learning needs.

4.2 Discussion

4.2.1 Clarifying the Teacher's Role in Using ClassDojo

The Teacher's Role: Maximizing ClassDojo's Potential

Teachers play a crucial role in effectively integrating ClassDojo into the classroom to enhance student engagement and learning outcomes. The following aspects should be considered:

Setting Clear Objectives: Teachers should align ClassDojo's features with specific learning objectives. Points and badges should be awarded for behaviors and achievements that directly contribute to language development, such as accurate use of grammar, active participation in discussions, and timely completion of assignments.

Personalized Feedback: Beyond the automated feedback from ClassDojo, teachers need to provide personalized feedback to cater to individual student needs and learning styles. This personalized approach can help address any anxieties students may have about making mistakes or speaking in front of the class.

Challenges Faced by Teachers: Teachers need to be mindful of balancing the extrinsic rewards provided by ClassDojo (e.g., points and badges) with fostering intrinsic motivation for learning. Over-reliance on extrinsic rewards can diminish intrinsic motivation over time (Deci & Ryan, 2000) [17].

Managing Student Anxiety: The competitive aspects of leader boards can sometimes increase student anxiety, especially in an EFL context where students may already feel self-conscious about their language abilities. Teachers should create a supportive environment where mistakes are viewed as learning opportunities.

Technical Proficiency: Teachers must be proficient in using ClassDojo's features and integrating them seamlessly into their teaching practices. This requires ongoing professional development and support from educational institutions.

Training and Support: Providing teachers with adequate training on how to use ClassDojo effectively is essential. This includes technical training as well as pedagogical strategies for integrating gamification into language instruction.

Collaborative Learning: Encouraging collaborative learning activities within ClassDojo can enhance student engagement. For instance, group projects where points are awarded collectively can promote teamwork and reduce individual pressure.

Continuous Improvement: Teachers should continuously assess the effectiveness of ClassDojo and adapt their strategies based on student feedback and learning outcomes. This iterative approach ensures that the tool remains aligned with educational goals and student needs.

4.2.2 Improvements in Language Proficiency

Vocabulary Acquisition: Studies have shown that gamified learning tools, like ClassDojo, can significantly enhance vocabulary acquisition. For example, Zou et al. (2021) [12] demonstrated that mobile applications with gamification elements improved vocabulary retention among EFL students.

Grammar and Writing Skills: Research by Wang et al. (2020) [13] highlighted that using virtual reality environments in conjunction with gamified tools improved students' grammar accuracy and writing skills due to the immersive and engaging nature of these technologies.

Standardized Test Scores: Implementing ClassDojo has been correlated with higher scores in standardized language proficiency tests. A study by Dewaele and Li (2021) [7] found that the motivational aspects of gamification led to better performance in both formative and summative assessments.

Classroom Assessments: Espinoza and Arias (2020) [8] reported that students using gamified tools like ClassDojo showed improved scores in classroom-based assessments, including quizzes and participation grades, due to increased engagement and consistent participation.

Engagement and Memory: The interactive and continuous feedback mechanisms in ClassDojo help reinforce learning, thereby aiding long-term retention of language skills. Zou et al. (2021) [22] noted that the frequent use of gamification tools helped students retain information more effectively over extended periods.

Motivation and Consistency:

Intrinsic and Extrinsic Motivation: ClassDojo's points, badges, and leader boards not only provide extrinsic motivation but also enhance intrinsic motivation by making learning enjoyable and rewarding. This dual motivation mechanism helps maintain consistent study habits, which are crucial for language retention and mastery.

4.2.3 Comparison with Similar Tools

To further understand the impact of ClassDojo, it is useful to compare it with other gamification tools used in language teaching, such as Kahoot! and Duolingo. Kahoot! is widely used for creating engaging quizzes and interactive games that can enhance student participation and motivation. Studies by Wang and Tahir (2020) [23] indicate that Kahoot! effectively increases student engagement and knowledge retention through competitive and collaborative learning experiences. On the other hand, Duolingo offers personalized language learning experiences with gamified elements such as streaks and levels, which have been shown to maintain student motivation and improve language proficiency (Vesselinov & Grego, 2020) [24].

Comparing these tools, ClassDojo offers unique advantages in classroom management and real-time feedback, which are particularly beneficial in maintaining student engagement and promoting positive behaviors. However, while Kahoot! and Duolingo focus more on content delivery and personalized learning, ClassDojo's strength lies in creating a structured and motivating classroom environment. Future research could benefit from a comprehensive analysis of how these tools can be integrated to maximize their collective impact on language learning outcomes.

5. CONCLUSION AND RECOMMENDATIONS

This research explored how ClassDojo, a gamified classroom app, impacted 100 EFL learners at Lac Hong University in Vietnam. Through interviews and classroom observations, the study investigated student perspectives on ClassDojo and its influence on participation, attendance, and overall motivation to learn English.

The findings revealed a complex picture. Many students enjoyed ClassDojo, finding it increased their sense of accomplishment and participation, potentially due to the gamified elements. This aligns with research suggesting gamification can boost engagement and intrinsic

motivation (Landers et al., 2017) [21]. However, the study also highlighted the importance of considering individual learning styles and potential drawbacks of overemphasizing external rewards (Deci & Ryan, 2000) [17].

5.1 Optimizing ClassDojo for EFL Learning

The research suggests educators should strategically integrate ClassDojo into their EFL teaching. Here are key recommendations:

Align with Learning Goals: Award points and badges for behaviors that directly support language development, like using correct grammar or actively participating in discussions.

Promote Self-Directed Learning: Reward independent study activities that complement classroom learning, such as online language exercises or self-directed reading.

Balance Motivation Types: Maintain a focus on the inherent enjoyment of learning English alongside ClassDojo's extrinsic motivators. Celebrate students' achievements and the satisfaction of mastering new skills.

Personalized Learning: Complement ClassDojo with personalized feedback and guidance tailored to individual student needs and learning styles.

Supportive Environment: Prioritize creating a safe and anxiety-reducing classroom where mistakes are seen as learning opportunities. Encourage participation without judgment and celebrate effort alongside achievement.

By following these recommendations, educators can leverage ClassDojo to create a more engaging and motivating EFL learning experience for students.

5.2 Future Research Directions

This study opens doors for further research on ClassDojo's long-term impact on language acquisition outcomes in EFL contexts. Longitudinal studies could track student progress and assess the effectiveness of ClassDojo in promoting sustainable motivation and language development. Additionally, research could explore how ClassDojo integrates with diverse EFL teaching methodologies and explore best practices for gamifying specific language learning activities.

The Potential for Transformation: The results of this research indicate that when used with careful planning and strategic implementation, ClassDojo has the potential to serve as a beneficial resource for boosting student engagement in EFL classrooms. By fostering a sense of enjoyment, accomplishment, and a positive learning environment, ClassDojo can support students on their journey of acquiring English language skills and confidence. Ultimately, the success of ClassDojo lies in the

hands of educators who can harness its potential to create a more engaging and transformative learning experience for their EFL students.

To maximize the benefits of ClassDojo in EFL classrooms, the following recommendations are proposed:

Professional Development: Institutions should offer regular training sessions and workshops to help teachers integrate ClassDojo effectively. This can include sharing best practices and addressing common challenges.

Balanced Approach: Teachers should use ClassDojo as a supplement to traditional teaching methods, ensuring that it enhances rather than replaces intrinsic learning motivations.

Supportive Environment: Creating a classroom culture that values effort, improvement, and collaboration can mitigate the potential negative effects of gamification, such as increased anxiety or competitiveness.

5.3 Limitations

This study acknowledges certain limitations. The research employed a convenience sample from a single university in Vietnam, potentially limiting the generalizability of the findings to other EFL contexts. It's important to acknowledge that this study relied on information students provided about themselves. This data could be influenced by personal biases or a desire to present themselves in a favourable light. Future research could address these limitations by employing a larger, more diverse sample across multiple EFL contexts and potentially incorporating additional data collection methods such as student surveys or teacher interviews.

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