

# UTILIZING “BAAMBOOZLE” TO INCREASE STUDENT ENGAGEMENT IN EMI CLASSES

ỨNG DỤNG “BAAMBOOZLE” NHẪM TĂNG SỰ THAM GIA CỦA SINH VIÊN TRONG LỚP HỌC GIẢNG DẠY CHUYÊN NGÀNH BẰNG TIẾNG ANH

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## ABSTRACT

In recent days, the use of information technology in teaching has been widely popularized in various educational contexts, especially in English medium of instruction (EMI) classes. Among the many software and information technology tools applied in education, the “Baamboozle” platform is known to be able to support teachers in promoting students’ interest in learning and student engagement in lessons. The current study aimed to investigate the effectiveness of using “Baamboozle” in enhancing student participation in EMI classes at a public university in Vietnam. Specifically, this study was conducted over ten weeks and used research tools including a questionnaire survey of 50 students and classroom observation. This study provides important reference information for those educators, researchers, and teachers who are searching for or interested in utilizing information technology applications in language teaching in particular and in education in general, especially for those teaching EMI subjects.

**Keywords:** Technology, EMI classes, “Baamboozle”, student engagement.

## TÓM TẮT

Trong thời gian gần đây, việc sử dụng công nghệ thông tin trong giảng dạy đã được phổ biến rộng rãi trong nhiều bối cảnh giáo dục khác nhau, đặc biệt là trong các lớp học giảng dạy chuyên môn bằng tiếng Anh (EMI). Trong số rất nhiều các phần mềm, công cụ công nghệ thông tin được áp dụng trong giáo dục, nền tảng “Baamboozle” được biết đến có khả năng hỗ trợ giáo viên thúc đẩy sự hứng thú học tập và sự tham gia của sinh viên vào bài học. Nghiên cứu hiện tại nhằm tìm hiểu hiệu quả của việc sử dụng “Baamboozle” trong việc tăng cường sự tham gia của sinh viên vào các lớp học EMI tại một trường đại học công lập của Việt Nam. Cụ thể, nghiên cứu này thực hiện trong mười tuần và sử dụng các công cụ nghiên cứu bao gồm bảng câu hỏi điều tra 50 sinh viên và việc quan sát lớp học. Kết quả cho thấy việc sử dụng “Baamboozle” cải thiện đáng kể trong sự tham gia của sinh viên, thể hiện rõ nhất ở sự hào hứng với hoạt động trên nền tảng và tương tác tăng lên trong các buổi học EMI. Bài báo cung cấp nguồn tài liệu tham khảo quan trọng cho các nhà giáo dục, nhà nghiên cứu và giảng viên quan tâm đến việc tìm kiếm và sử dụng các ứng dụng công nghệ thông tin trong giáo dục nói chung và giảng dạy tiếng Anh nói riêng, đặc biệt là với người dạy các môn chuyên ngành bằng tiếng Anh.

**Từ khóa:** Công nghệ, lớp học EMI, “Baamboozle”, sự tham gia của sinh viên.

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## 1. INTRODUCTION

The integration of Information and Communication Technology (ICT) into education has revolutionized teaching and learning processes, enhancing interaction and engagement among students and teachers. Saud et

al. [1] said that ICT plays a crucial role in modern classrooms, offering innovative tools that foster collaboration, motivation, and active participation. In English language learning, gamification platforms have gained popularity because they have the potential to

make learning more interactive and enjoyable. Research by Sáez and Espinoza [2] indicates that game-based learning enhances student motivation, encourages participation, and supports language acquisition. Among various gamification tools, “Baamboozle” has emerged as an effective platform that transforms traditional lessons into interactive and enjoyable learning experiences. By integrating visually engaging quizzes, team-based challenges, and competitive elements, “Baamboozle” fosters collaborative learning and enhances student-centered instruction, making lessons more engaging and dynamic in second-language learning contexts.

In the meantime, English Medium Instruction (EMI) has become a dominant trend in higher education, particularly in non-English-speaking countries, where academic subjects are taught entirely in English to promote internationalization and language proficiency [3]. While EMI offers students exposure to English in academic settings, it also poses linguistic and engagement challenges, as students often struggle with comprehension and participation due to limited English proficiency [4]. They also highlighted that the success of EMI depends on teacher training, student preparedness, and institutional support, with many students struggling due to the lack of these elements. Furthermore, Kang et al. [5] demonstrated that despite the increasing use of digital tools in education, their effectiveness in the EMI context has not yet been well-researched.

To address these challenges, the integration of interactive tools such as “Baamboozle” into EMI classrooms presents a promising approach to enhancing student engagement. By incorporating gamification into EMI instruction, teachers can create student-centered, interactive, and motivating learning experiences that help students overcome language barriers and actively participate in lessons.

This study aims to examine the effectiveness of utilizing “Baamboozle” in EMI classes, particularly at Hanoi University of Industry (HaUI), to increase student engagement. Therefore, this research provides insights into how technology-enhanced learning can foster active participation and improve students' learning experiences in EMI contexts. It further explores how Baamboozle's interactive features can bridge the gap between language learning challenges and content comprehension in EMI classrooms, offering a practical and innovative solution for educators seeking to enhance student engagement in English-medium education.

To this end, the research aims to answer two primary questions: (1) What are students' opinions towards the effectiveness of using “Baamboozle” in EMI classes? (2) How do students engage when “Baamboozle” activity is applied in EMI classes?

## 2. LITERATURE REVIEW

### 2.1. The concepts of EMI

English-medium instruction (EMI) has recently emerged as a global educational trend. Therefore, it is understandable that EMI has gained such great attention leading to various definitions of EMI proposed by different researchers. Nevertheless, Dearden [6] said that a common element in these definitions is that EMI involves using English to teach specialized subjects in countries where English is not the primary language for the majority of the population. It focuses on the subject content in English; and excludes English language instructors and the language itself. Likewise, Marsh and Laitinen [7] contend that EMI involves teaching a subject in English in contexts where English is not the official language. In addition, EMI refers to the instruction of subjects through English without explicit language learning objectives, typically in a country where the most of the population does not speak English.

However, some researchers, taking into account the proportion of the curriculum taught in students' mother tongue, define EMI differently. Swain and Johnson [8] identified two versions of EMI: full EMI and partial EMI. Full EMI is a form of bilingual education where the native language is not used in the curriculum, while partial EMI is a bilingual program where less than 50% of the curriculum is taught in English. Additionally, EMI is viewed as a teaching and learning strategy that emphasizes both non-language subject matter and language, encompassing communication and cognitive aspects [7, 9].

Given the situation above, EMI in this paper is conceptualized as an innovative pedagogical strategy wherein lecturers employ English to deliver academic content to the students.

### 2.2. Student engagement

Student engagement is a multidimensional construct that includes behavioral, emotional, and cognitive involvement in learning activities. Kuh [10] defines it as the time and effort students devote to educationally meaningful tasks, linking engagement to academic success. Fredricks et al. [11] categorize engagement into

behavioral engagement (actively participating in classroom activities), emotional engagement (motivation and a sense of belonging), and cognitive engagement (deep learning and persistence in complex tasks).

In EMI classrooms, engagement is important due to language challenges, requiring interactive strategies to maintain engagement [12, 13]. Appleton et al. [14] emphasize that higher engagement correlates with better academic performance and a reduced risk of dropping out. Gamification has emerged as an important strategy to increase engagement in English language learning by incorporating game elements such as challenges, rewards, and immediate feedback [15]. Studies have shown that gamification tools increase motivation, knowledge retention, and collaboration, making learning more dynamic and effective. In the context of EMI, where language barriers can hinder engagement, gamification promotes a supportive and interactive environment that encourages student engagement. Based on these perspectives, this study defines student engagement as students' participation, motivation, and interaction in EMI lessons using gamification, especially "Baamboozle".

### 2.3. Gamification

Gamification is a technique that applies game elements to non-game activities to create a better user experience and achieve player interaction. According to Ferris and Sheridan [16], gamification is a user interaction technique that uses game mechanics and principles to achieve a defined goal. It can be applied in many fields, especially education. Scientific studies show that gamification is highly effective in improving learning efficiency and enhancing students' problem-solving ability. Research by Landers and Landers [17] has shown that gamification can have a positive impact on students' task time and learning outcomes. Gamification can also increase students' excitement and motivation, and improve their concentration and learning ability.

Hamari and Sjöblom [18] also show that gamification can impact students' approach to learning content and enhance their ability to integrate and apply learned knowledge in real life. González and Sicilia [19] identify that gamification can also improve student engagement in the learning process and enhance collaboration within groups. In addition, gamification can help enhance student solidarity and teamwork. The use of gamification in education not only improves student learning outcomes but also assists teachers in designing and implementing

instructional activities. Ferris and Sheridan [16] also mention that gamification can help teachers design highly interactive learning activities and encourage student engagement. From the research presented above, it can be seen that gamification is a useful tool in improving learning efficiency and increasing student engagement in the learning process. According to Winaningsih and Syarif [20], game-based learning has been created in an attempt to make learning more pleasant.

Gamification platforms such as "Baamboozle" have been widely used in education and training to create a fun and interactive learning environment. The "Baamboozle" platform creates custom games or chooses from a wide range of pre-made ones. These games often involve activities like answering questions, matching pairs, or other interactive challenges that help reinforce learning in a dynamic way. Using this gamification platform with a scientific and proper approach will help improve learning efficiency and increase student engagement in the learning process.

### 2.4. "Baamboozle"

#### 2.4.1. "Baamboozle" platform

Krisbiantoro [21] argues that a game-based technology called "Baamboozle" may be used in the classroom as a bell ringer, check-in, or lesson reviewer with students. It is an engaging digital learning tool that may also be utilized for ice-breaking exercises [22] to create a pleasant environment before starting educational activities [23]. Teachers may create their own free games or locate games on any subject using Bamboozles. The "Baamboozle" website offers several tools that enable the conduct of educational activities at no cost. According to Uti & Said [24], "Baamboozle" media may assist pupils in cultivating a sense of teamwork and rivalry. Rezaei [25] implies that group work assists students by providing them with inspiration, peer training, the chance to think about different perspectives on a topic, and an increase in creativity. It has been discovered that using collaborative learning strategies improves students' happiness with their education and classroom environment. In addition, "Baamboozle" has power-ups that may add excitement and pleasure to the game, such as additional gift points and point decrease traps. Additionally, Basith and Aris [26] admit that it may increase students' effectiveness in planning and executing tasks to accomplish the intended goals, which will aid in their task completion and impact their learning objectives and accomplishments.

#### 2.4.2. "Baamboozle" instruction

Because "Baamboozle" is so user-friendly, it's perfect for a variety of age groups as a game platform and to foster creativity. A built-in library of hundreds of games covering every topic is available on "Baamboozle". Additionally, Greijdanus [27] states that this easy game creation tool allows you to make and customize games in no time.

In addition to being a helpful tool in the classroom, Bamboozle may serve as a remote learning helper by providing a gamified learning environment. Students may stay interested in this for longer, and because games may be edited, they don't have to be off-subject. The questions may be taken from a massive bank you construct, and they are never asked in the same sequence because each game or quiz is unique, you may cover topics without feeling like you're repeating previous topics.

Time limits are optional, allowing flexibility in the classroom while also accommodating students who may struggle under pressure. Each game can include up to 24 questions, providing ample opportunity for students to explore a topic within a suitable time frame for effective classroom learning.

#### 2.4.3. How to use "Baamboozle" in the classroom

When using "Baamboozle" in the classroom, teachers need to launch "Baamboozle" on their laptop's web browser and connect it to a projector. It is important to ensure that all students can clearly see what is displayed on the teacher's computer. Then, depending on your class size, divide the students into teams. "Baamboozle" is designed for team play, making it perfect for group activities.

To start the game, call on the first team to pick a question from the game board. Questions are usually arranged in a grid format with different point values. The team must answer the question within the time limit given by the teacher or in no time. If they get it right, they earn the points assigned to that question. If they get it wrong, another team can be given a chance to answer, depending on the rules you've set. The game automatically keeps track of the scores for each team, so you can focus on facilitating the game. Once all questions have been answered, the game will conclude, and "Baamboozle" will display the final scores.

"Baamboozle" offers various interactive features to make the game more engaging and unpredictable. Among these are Power-ups options like Swap Points,

Double Points, Lose Points, Steal Points and Freeze. These features make the "Baamboozle" platform captivate students' attention and encourage participation and competition.

#### 2.5. Previous studies

A number of studies have explored pedagogical approaches and tools that enhance student engagement in EMI (English as a Medium of Instruction) classes.

Recent research into gamification tools like "Baamboozle" and Quizziz showed that students were more engaged, motivated and interacted more in EFL classes. Saud, Aeni, and Azizah [1] pointed out that gamification makes students more ready to talk in English especially in an online setting where they are more comfortable and also helps in motivating students towards teamwork and collaboration. Muhajirin [28] conducted a study at SMPN 23 Makassar, which confirmed that integrating 'Baamboozle' enhances student participation. Additionally, Sáez and Espinoza [2] found that "Baamboozle" helps students build confidence in speaking English, prioritizing communication over linguistic accuracy, thus reducing anxiety.

Despite these promising findings, research gaps remain, forming the basis for this study. First, prior research mainly focuses on EFL or online learning contexts, with limited studies on "Baamboozle"'s effectiveness in EMI university classrooms, where students must simultaneously acquire subject knowledge and language skills. Second, existing studies do not explore discipline-specific differences, particularly how "Baamboozle" supports students in fields such as hospitality management and tourism.

In summary, while research confirms "Baamboozle"'s positive impact on student engagement, its application in EMI university contexts remains underexplored. This study aims to fill these gaps by evaluating "Baamboozle"'s effectiveness in EMI classrooms and analyzing the influence of specific game elements. These insights will provide valuable guidance for educators integrating gamification into EMI instruction at the university level.

#### 3. METHODOLOGY

This study aligns with action research. According to Burns [29], the primary goal of action research is to address challenges within a specific context. It primarily employs qualitative, interpretive approaches and case studies, utilizing both observational and non-observational methods.

This study adopted a quantitative and qualitative approach, utilizing a questionnaire to collect feedback from students about their perceptions of "Baamboozle" and observation to collect data on students' behaviors, engagement levels, and interactions in real-time during the use of "Baamboozle".

### 3.1. Participants

50 students from 2 EMI classes at HaUI participated in the study. The study was conducted in the first semester of the 2024-2025 school year. After being fully informed about the content and purpose of the research, the students consented to participate. Following classroom observations, the students completed a survey questionnaire.

Students were taught according to the English for Travel Business 1 workbook, which was compiled specifically for first-year students majoring in hospitality management and tourism. Students studied in a combined learning format: online learning and classroom learning with teachers. The online learning program provides students with the learning and practice of all four language skills, including listening, speaking, reading and writing. Students self-study online before coming to class to grasp the basic content of the lesson related to the lesson topic and practice with assigned exercises. Students study two English lessons a week in class, two periods per week and study for 10 weeks. In class, students will practice focusing on practicing listening and speaking skills with the same topics of the online lessons, including activities to review online lessons they have previously self-studied online. In this study, the knowledge learned online and practiced before class was used by teachers to design content for questions on "Baamboozle" to assess the level of knowledge acquisition and retention by students.

### 3.2. Data collection

#### 3.2.1. Observation

The researcher aimed to gain an overview of the impact of using "Baamboozle" on students' engagement in EMI classes, making classroom observation essential. The data collected from these observations could also be used to verify or complement information gathered through other methods. Observations were conducted in two EMI classes, with each session lasting fifty minutes and guided by a ten-question checklist designed to evaluate student engagement. To ensure objectivity, the students were not informed that they were being observed. The checklist enabled the researcher to focus

on specific phases of "Baamboozle" usage: before, during, and after the classroom activity.

#### 3.2.2. Questionnaire

The questionnaire was conducted online and was administered to students after their lessons using "Baamboozle" in week 10. It contains 7 closed-ended questions aimed at assessing the students' willingness to participate in activities organized with "Baamboozle". The attitude levels in the questionnaire are ranked on a 1-5 scale, from strongly disagree to strongly agree, based on the Likert scale.

### 3.3. Stages of the study

#### *Experimental teaching: Weekly, week 2 - week 9*

The teacher prepared a game to review the knowledge of the previous lesson on "Baamboozle" and conducted it for 15 minutes per lesson (2 classes in total). In the first lesson, applying "Baamboozle", the teacher clearly explains the procedure in 30 seconds, including dividing the team, dividing the members to choose the appropriate number or icon and answering the question corresponding to that number. After each question, students will immediately know whether their result is correct or incorrect, and at the same time know the score of each question and the current total score of the group. While playing, there will be some options to increase or decrease the random score of the group. After answering all the questions, students will also know which group has the highest score.

#### *Teaching example: period 1, session 2 - week 3 - lesson 5 "Advertisement" - subject Travel Business 1*

The content of the questions is designed in multiple-choice format and related to the topic "Types of advertising". For example: the first group chooses number 1 corresponding to question 1 "Which type of advertising is most cost-effective when starting a travel business?" with 3 options: A. Newspaper ads; B. Billboards; C. Word of mouth; the whole group has 5-10 seconds to think, and 1 representative student gives the answer. Option C is the correct option for this question and group 1 gets 25 points.

Furthermore, continuing with group 2 with question 5 "What does the travel industry involve?" with 3 options: A. Tourism services; B. Manufacturing; C. Finance, students of group 2 give answer A as the correct answer with 15 points. If students choose correctly, they can get extra bonus points such as double points or exchange points with another group if the game has that function installed. The

teacher will perform operations on the computer to forward the questions and have appropriate pause time between questions to analyze right and wrong for students to understand and pay attention around the classroom to answer any questions for students.

## 4. FINDINGS AND DISCUSSIONS

### 4.1. Findings

#### 4.1.1. Questionnaire

This part analyses the efficacy perceptions of using “Baamboozle” for engagement among EMI students. The numbers pertaining to each questionnaire item are shown in Table 1.

Table 1. Mean and standard deviation values for responses in the student questionnaire

Descriptive Statistics				
No.	Questions	N	Mean	Std. Deviation
1	Baamboozle activities help me maintain my attention span during EMI classes	50	4.04	0.810
2	I am more involved in class activities when Baamboozle is used in EMI classes	50	3.94	0.612
3	Baamboozle makes the learning process more interactive in EMI classes	50	3.92	0.709
4	I engage more deeply with the course material when Baamboozle is used in EMI classes	50	3.74	0.364
5	I stay focused on class tasks longer when participating in Baamboozle activities	50	3.92	0.528
6	Baamboozle makes class activities more interesting in EMI classes	50	4.64	0.615
7	The competitive aspect of Baamboozle increases my engagement in EMI classes	50	4.44	0.587

The findings showed that students generally perceived Baamboozle positively in EMI classes, with high mean values for interest ( $M = 4.64$ ,  $SD = 0.615$ ) and engagement through competition ( $M = 4.44$ ,  $SD = 0.587$ ). These relatively low SD values indicate a consistent consensus that Baamboozle makes learning more engaging. However, sustained attention span ( $M = 4.04$ ,  $SD = 0.810$ ) showed greater variability, suggesting that while many students benefited, some had difficulty staying focused. In terms of engagement, students reported being more engaged ( $M = 3.94$ ,  $SD = 0.612$ ) and focused ( $M = 3.92$ ,  $SD = 0.528$ ), although the impact on deep learning was lower ( $M = 3.74$ ,  $SD = 0.364$ ),

suggesting that Baamboozle encourages interaction but does not strongly enhance cognitive processing. Overall, although Baamboozle was effective in increasing engagement, its uneven impact suggests that additional instructional strategies are needed to optimize learning outcomes.

#### 4.1.2. Observation

The observation data in the following Table 2 provided insights into student engagement patterns when “Baamboozle” was implemented in EMI classes.

Observation results illustrated that students showed interest when “Baamboozle” was introduced and actively participated by applying learned material and engaging in teamwork. They also responded well to game features like Swap Points and Rocket, increasing their motivation. However, critical thinking remained limited, as students focused on quick responses rather than problem-solving. Additionally, small images and stickers posed visibility challenges, potentially affecting engagement. Despite these issues, students expressed enthusiasm for future participation, indicating “Baamboozle”’s effectiveness in fostering motivation and interaction.

Table 2. Observation checklist for student engagement in EMI classes using “Baamboozle”

Questions	Yes	No	Comments
<b>Before “Baamboozle” Activity</b>			
1. Students showed interest when “Baamboozle” was introduced as the activity.	X		
<b>During “Baamboozle” Activity</b>			
2. Students applied previously or currently learned material to answer questions in the activity.	X		
3. Students engaged in teamwork or collaborative discussions during the activity.	X		
4. Students participated in the activity that required them to move around the classroom to gather information and interact with their peers.		X	Students often stay in their seats while playing “Baamboozle” game
5. Students answered a range of questions with varying levels of difficulty and were randomly selected from their group by the teacher.	X		
6. Students applied critical thinking and problem-solving skills during the activity.		X	They hardly use critical thinking during the game.

7. Students felt excited when they saw pictures, stickers, ... used in the activity.		X	The pictures or stickers illustrating the questions are too small for students to see clearly.
<b>After "Baamboozle" Activity</b>			
8. Students reflected on the activity and discuss what they learned.		X	Students conclude the game by discussing their scores and exploring strategies to respond more quickly in future rounds.
9. Students felt excited with their overall score or "Baamboozle" feature and expressed a desire to participate in similar activities in the future.		X	Students feel excited about choices involving luck such as Swap points, Rocket (Blast right to first place).
10. Students showed an improved understanding of the material after participating in the "Baamboozle" activity.		X	

Besides, student engagement was moderate to high (7/10), with active collaboration and discussion but minimal physical movement, as students remained seated throughout the game. While students reflected on the activity, discussions focused more on scores and game strategies rather than content learning. This suggests "Baamboozle" boosts participation and excitement but may require additional strategies, such as reflection tasks or movement-based activities, to enhance deeper engagement and comprehension.

#### 4.2. Discussion

The findings of this study revealed that students had a positive opinion toward Baamboozle's role in enhancing engagement in EMI classes, aligning with previous research on gamification in language learning [1, 2]. Similar to Saud et al. [1], this study found that "Baamboozle" transformed traditional learning into an interactive and engaging experience, encouraging students to actively participate in discussions, collaborate in teams, and express enthusiasm toward game-based activities. However, results also showed that while "Baamboozle" promoted engagement, it did not necessarily foster critical thinking or deeper content comprehension, a limitation also noted in Sáez and Espinoza [2]. Students primarily focused on quick responses rather than thoughtful reflection, suggesting that additional strategies, such as post-game discussions, could enhance cognitive engagement.

Regarding student engagement during "Baamboozle" activities, observations showed that students were verbally active but had limited physical movement, as most students remained seated throughout the game. This aligns with previous research on engagement challenges in EMI classrooms, where students often struggle with interaction beyond passive learning [3]. Moreover, while "Baamboozle" encouraged excitement through competitive elements, issues such as small visuals and lack of post-activity reflection affected overall engagement. Research on EMI learning strategies has emphasized the need for interactive methods to overcome language barriers, and while "Baamboozle" supports immediate participation, integrating reflection tasks and varied engagement formats could maximize its effectiveness in EMI settings.

Despite its advantages, this study encountered limitations, including internet connectivity issues and a small sample size, which may limit the generalizability of findings. As noted in prior studies [1], technical challenges remain a concern in technology-enhanced learning. Future research should explore Baamboozle's impact on a larger and more diverse student population, as well as its effectiveness in developing other language skills such as speaking, listening, and writing. Additionally, integrating structured reflection activities and diverse engagement strategies could further enhance the role of gamification in EMI classrooms, ensuring a more comprehensive and effective learning experience.

#### 5. CONCLUSION

This study was conducted to investigate the impact of utilizing the "Baamboozle" application in English-medium instruction (EMI) classes for university students. Through the use of a survey questionnaire and classroom observations, the findings revealed that "Baamboozle" is an effective tool for enhancing student engagement. The interactive and gamified features of "Baamboozle" increased students' participation, motivation, and enjoyment in learning, making EMI classes more dynamic and less intimidating. The majority of students expressed positive attitudes toward the use of "Baamboozle", highlighting its role in fostering collaboration and creating a lively learning environment. Furthermore, students showed greater enthusiasm and excitement when engaging with lessons that incorporated "Baamboozle" activities. Based on these findings, the authors suggest practical strategies for implementing "Baamboozle" to enhance engagement in EMI classrooms.

However, this study had several limitations that should be acknowledged. The small sample size and short duration of the study limited generalizability and long-term evaluation. Technical issues, including internet disruptions, affected implementation, highlighting the need for better digital infrastructure. Additionally, while "Baamboozle" fostered engagement, its impact on deep learning and retention remains unclear. Future research should explore its long-term effects, broader participant populations, and its role in cognitive development.

The study has the following implications for future research. Firstly, further study should supplement "Baamboozle" with structured reflection activities to enhance critical thinking and deeper learning. Secondly, institutions should ensure a stable digital infrastructure to mitigate technical issues such as internet disruptions, which are considered barriers to effective use. Additionally, this study highlights the need for longitudinal studies to examine the sustained impact of gamification on student learning outcomes beyond short-term engagement. Future research should explore a broader participant base across different majors to assess the broader applicability of "Baamboozle" in diverse educational contexts.

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#### THÔNG TIN TÁC GIẢ

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