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'Gamification' in the L2 English Classroom

Learners' interactional management of plenum Kahoot sessions for vocabulary learning

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2021

Link to publication

Keywords: L2 English; vocabulary; Kahoot; gamification; conversation analysis; classroom interaction; engagement; multimodality

Finally, we show how the competitive aspect, displayed in students' verbal and embodied conduct, reveals orientations to L2 learning. We conclude by discussing implications for the design of tasks for the English classroom, and the role of gamification in classroom interaction, participation, and learner engagement.

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