



## EXPLORING PRIMARY ENGLISH TEACHERS' ATTITUDES TOWARD GAMIFIED LEARNING PLATFORMS

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### Abstract

This study explores the feelings of primary English teachers in Bandung, Indonesia, about the using of gamified learning platforms. A qualitative approach was used for the research. It means simply that it did involve more detailed conversations. Four primary English teachers were interviewed with a semi-structured guide to understand their opinions about using these platforms in their classes. They talked about topics such as perceived benefits and platform use in lessons. They also addressed how much students engage plus the challenges they have when trying for their use. Most teachers view gamified platforms in a positive light, as the findings indicate. These tools, they believe, may encourage active learning as well as help keep students motivated, also making it easier for students to learn grammar and vocabulary through enjoyable activities. Gamification can also assist teachers to track students' progress as well as manage the classroom more effectively, teachers think. The study found some key issues, however, for example, unreliable internet connections, not enough student devices, and digital teaching methods training lacking. Teachers all agreed that gamified tools such as Kahoot, Quizizz, Baamboozle, and Wordwall are useful supplemental resources for teaching English despite the challenges. The study suggests schools need to provide more in the way of support and improve facilities. Schools also need to be sure to offer training for their teachers for improved use of gamification in primary education. This can create more focused and engaging learning experiences for students.

**Keywords:** digital learning tools, English teachers, educational technology primary, gamified Learning, teacher attitudes

### INTRODUCTION

In recent years, interest is growing in technology that improves language learning for young students. Many countries have started teaching English as a foreign language. Indonesia is indeed included within them, and the country does begin teaching English at a much earlier age. Teaching thus has pushed teachers to locate more creative, interactive, and student-centred. Platforms for gamified learning, such as Kahoot, Quizizz, Wordwall, and Baamboozle are popular now. They are used quite frequently in this approach. These platforms can bring fun and also game-like elements into classroom activities since research by Deterding et al. (2011) and Wang & Tahir (2020) has shown. They are designed with young learners in mind so that they stay actively involved, stay motivated, get instant feedback, along enjoy learning more (Sanchez & Langer, 2023).

Gamification has proven the fact that it helps one to teach some new vocabulary and practice some grammar, as well as give some feedback on some progress (Li & Keller, 2018; Yüksel & Kavanoz, 2022). Studies show game-like tools increase learning interest and help students stay focused. These tools feature points, rewards, and rankings, with friendly competition (Su & Cheng, 2015). Especially in classrooms, these tools with students who have varying abilities can be very useful for group work that encourages plus for teachers adapting lessons to different skill levels who teach English to young students.

Despite these positive outcomes, important challenges still prevent gamification from being used effectively in Indonesian classrooms. The digital divide is one big issue since reliable internet access isn't equal for all students. While cities like Bandung might have better resources, there are still big differences in the availability of tools and technology even within the same area.

Another major issue is that primary teachers aren't getting enough specific training to help them use gamified tools in their classes. A lot of teachers say they feel unready or don't have enough help when it comes to adding game-like elements to their lessons (Hsin & Wu, 2021). If they do not get proper guidance, they might only use some of the basic parts or then stop using such tools because they find that they are hard to understand or that they take up too much time.

Also, the syllabus is still a difficulty. The curriculum also has inflexibility within. In certain situations, the national curriculum assesses and teaches with the customary methods that do rely mainly on textbooks, and this leaves little space for much more creative methods that are student-focused, such as gamification. Due to school rules requiring standard lesson plans, teachers could feel pressure that reduces their willingness to use unofficial digital tools during assessments (Ismail et al., 2021).

Teachers also do feel differently about all these things. There is now a wider difference. Some teachers like platforms that use gamification in teaching, yet others doubt they help learning. They might see them as merely games. These people might also see them as things that take away from real, actual learning. Their previous experiences with technology, the culture of their school, also teachers' collaboration skills often shape these views (Ertmer & Ottenbreit-Leftwich, 2013). Although more research on using games in education happens around the world, most of this research looks at how it affects students, instead of what teachers think about it.

Especially for primary English teachers within Indonesia, there is not much comprehension of what makes them use or stop using these platforms, how they handle challenges, and how they feel about them. Understanding these points is important for developing better, more suitable ways to use technology in schools.

Bandung, being a significant centre for education in West Java, offers a fitting and lively environment to explore these issues. The local primary English teachers encounter more than just the challenges of teaching the language; they also deal with the practical and mental aspects of using digital tools in a learning environment that has changed since the pandemic.

This study investigates all of the factors influencing primary English teachers' adoption of gamified learning platforms in Bandung, as it explores their attitudes toward using such tools. Specifically, the research seeks to explore teachers' perceptions relating to gamified learning platforms and to identify both the benefits and the challenges that they experience. It also considers the setting elements influencing choices for employing gamified methods when teaching English. The study seeks to help develop more effective, engaging teaching if it understands these dimensions in primary education.

## **Literature Review**

The increasing use of gamified learning platforms in teaching English has drawn large interest from academics since gamification uses things like points, badges, leaderboards, competition, and tracking progress for turning normal lessons into fun and engaging activities (Deterding et al., 2011) while helping increase students' motivation and learning results (Wang & Tahir, 2020). Kahoot as well as Quizizz happen to be tools commonly used in primary schools. Wordwall and Baamboozle are popular too. Students can build up vocabulary, practice more grammar, and also get learning feedback with their help (Bicen & Kocakoyun, 2018; Yüksel & Kavanoz, 2022). Gamified platforms help students stay motivated through their learning as well as participate more actively, as many studies have shown, also be more engaged. Yildirim (2021) found that primary students remembered vocabulary faster, showed more enthusiasm, and joined in classroom discussions more often learning English through Kahoot and Quizizz. Zainuddin et al. (2020) do also support all these results with all of their observations of team-based classrooms that are created through gamified methods. This can be especially helpful for the younger students who have shorter attention spans.

Teachers get help from gamification to teach learners. Students get immediate feedback and learn individually, which helps satisfy different learning demands (Li & Keller, 2018). These lively interactive platforms let teachers spot any misunderstandings, adjust their teaching based on how students are doing, and go over topics right away. Besides improving thinking skills, game-based tools also help create fairer and more welcoming learning environments. Bressler as well as Bodzin (2013) found that gamification lowers stress in the classroom and helps students who usually find traditional learning hard. When you are practising a second language, this is important because students often feel quite nervous or uncomfortable. The outcomes appear favourable, yet relevant studies are scarce. How teachers feel with respect to using gamified technologies is especially understudied within elementary schools. Most studies look at what students gain from these tools, but they don't pay enough attention

to the teachers' part in making these technologies work. Ertmer and Ottenbreit-Leftwich (2013) said that what teachers think and feel about technology really affects how they use it in class and whether they are open to using digital tools. Teachers aren't just people who follow instructions; they are the ones who decide whether new ideas get used in the classroom, and their choices greatly affect what happens in the classroom.

Most of the research done so far is based in Western or well-resourced schools, and there isn't much focus on schools in developing countries. Tools such as Kahoot and Quizizz are easy to use, yet things like support from the school or institution with access to devices and a stable internet connection determine whether they work well. UNESCO did show that these factors can be very different back in 2021. The differences exist in different parts of the world.

Gamified learning functions properly if teachers have supportive schools, develop professionally, and readily use technology, as studied by Hsin and Wu (2021) and Ismail et al. (2021). Research on this topic isn't plentiful within Indonesia, especially in elementary schools, however. What does exist is either very limited or doesn't take into account the specific challenges and situations that primary English teachers face in their classrooms.

This study aims to fill these gaps by looking at teachers' real-life experiences and their views on using gamified learning in primary schools in Indonesia. It focuses on how teachers see the value, how easy it is to use, and how well these gamified tools fit into teaching methods. The research also looks at the challenges teachers face when trying to introduce new teaching methods. By paying attention to what teachers have to say, the study helps give a clearer picture of what gamification can do and the real-world difficulties in using it in classrooms.

## **METHOD**

This study used a qualitative descriptive method to look at the real-life experiences and opinions of primary English teachers in Bandung about gamified learning platforms. Qualitative research was chosen because it lets us go deeper into what teachers think, the problems they face, and what they learn about teaching (Creswell & Poth, 2018). The study focused on four English teachers who are currently working at different primary schools in Bandung. These teachers were picked since the researchers used purposeful sampling along which means that they had experience in using platforms.

Semi-structured interviews gathered data through them. This allows for the conversation to flow in such a natural way. For all of the participants, a set of questions is still followed. The interview questions were based on past research, like the work of Wang & Tahir (2020) and Hsin & Wu (2021). The questions were open-ended and asked about teachers' feelings toward gamified platforms, what drives them to use them, the benefits they see, the difficulties they face, and how school or tech factors affect their teaching. Some example questions were: "What makes you want to use gamified platforms in your English classes?" "What problems do you run into when using these tools?" and "How do your students react to these platforms?"

The interviews were conducted in Bahasa Indonesia for participant comfort plus clarity, each lasting about 30 to 45 minutes. All the interviews were recorded with the permission of the participants and then written down exactly as they were spoken for analysis. The data was then studied using thematic analysis, which follows a six-step process from Braun and Clarke's (2006) method: getting familiar with the data, making initial notes, looking for main ideas, checking those ideas again, giving names to the themes, and finally writing the report. This method was picked because it's flexible and good at finding common patterns in qualitative data.

To build trust, the study used member checking by sending summaries of the interview notes back to the participants so they could check if they were accurate. Also, a peer debriefing was done with another researcher to talk over the early ideas and themes, helping to make sure the analysis was thorough (Lincoln & Guba, 1985).

## **FINDINGS AND DISCUSSION**

The study looked at data from four main English teachers in Bandung and found that they have a complicated but mostly positive view about using gamified learning platforms in their English classes. When they analyzed the information, they found three main ideas: (1) students seem more motivated and involved in class, (2) there are good teaching advantages and ways to use these tools smartly, and (3) there are some issues in the environment that make it hard to use these tools well. Each of these points is explained below with quotes from the teachers.

### **1. Enhanced Student Motivation and Classroom Engagement**

All four participants said that using game-like platforms really raised students' interest and involvement in English lessons. This effect was especially clear with younger students, who usually pay more attention to things that are visual and interactive. Teachers also noticed that students were more ready to take part in class activities and remembered more vocabulary when learning through games.

*"Right when I tell them we're going to play Kahoot, the kids get excited!*

*They think it's playtime, not study time. But I actually use it to review vocabulary. "* (T1)

*"When I used Quizizz for grammar practice, even my quieter students were paying attention and doing their best.*

*They like the competition, and it pushes them to answer correctly. "* (T3)

T2 said gamification changed the classroom feel:

*"Before using Baamboozle, some students were easily distracted.*

*But with the game part, even the most restless ones wanted to answer questions. "*

These results show that gamification is not just a teaching tool, but also helps with managing the classroom by keeping students focused through fun and involvement.

### **2. Pedagogical Benefits and Strategic Integration**

Beyond making students more interested, the teachers also talked about how useful these platforms are for teaching. Each teacher had their favorite tools: T1 and T3 mostly used Kahoot and Quizizz for testing students, while T2 and T4 preferred Baamboozle and Wordwall for group activities and practice drills. These game-like tools can be adjusted to fit different learning goals, especially when teaching vocabulary, sentence structure, and reading skills.

*"I usually use Wordwall for building sentences and matching exercises.*

*It helps me see which students still need help with grammar. Plus, it saves me time from making paper worksheets,"* said T4.

*"Baamboozle is great for group work. I split the class into teams and let them compete. It helps them work together and remember the material better. They don't even realize they're reviewing,"* explained T2.

In some cases, the teachers used these platforms to find out where students were struggling:

*"When I use Quizizz, I can see from the reports which questions were answered wrong most often. It helps me go over those topics again in the next class,"* said T1.

The teachers liked these feedback features, making the game-based tools not only fun but also helpful for checking students' progress.

### **3. Contextual Barriers to Effective Implementation**

Even though people have good feelings about technology and use it in many ways, there are still some problems that all the teachers talked about. The main issues they mentioned are the technology setup, not all students having their own devices, and teachers not getting enough training on using digital tools.

*"In our school, the internet isn't always reliable. Sometimes it stops working during a game, which is really frustrating for both me and the students. "* (T3)

*"Not every student has their own gadget, so I have to pair them up or group them together.*

*It works, but it's not the best setup for every type of game. "* (T2)

The teachers also talked about how prepared they feel to use technology. While they all have learned some practical skills by themselves or through informal help, they said they need more organized training to improve.

*"I never got any official training on using these platforms. I just watched videos on YouTube or asked younger teachers. I'm lucky because I like learning new things, but not everyone is like me. "* (T1)

T4 stressed how important it is to have administrative support:

*"Sometimes I need to ask for permission to use the projector or bring my own laptop.*

*I hope the school could have a more helpful policy when it comes to using digital teaching tools. "*

These challenges show that there is a need for bigger changes, like having more devices available, better internet, and stronger support from the school for using digital tools in class.

**Summary of Key Themes and Supporting Evidence**

Theme	Findings	Supporting Respondents
Enhanced Motivation and Engagement	Students respond enthusiastically to game-based learning, showing increased focus and participation.	T1, T2, T3
Instructional Value and Classroom Use	Gamified tools support vocabulary learning, formative assessment, and collaborative learning when aligned with learning goals.	T1, T2, T3, T4
Barriers to Implementation	Infrastructure issues, limited student access to devices, and lack of teacher training hinder full integration.	T1, T2, T3, T4

Overall, the results show that primary English teachers in Bandung have a good attitude towards gamified learning platforms. They see these platforms as helpful because they make learning more engaging and meaningful for young students. But the study also found some real challenges and problems with how these platforms are used in schools, which need to be solved to make the most of gamification in primary education.

This study looked at the views of four primary English teachers in Bandung about using gamified learning platforms. The results showed that the teachers had very positive opinions about these platforms, especially when it came to making students more involved and helping them reach language learning goals. However, the teachers also faced some problems with the technology and teaching methods, which made it hard to use these platforms fully. These findings match up with what other studies have found about educational technology and gamification, but they also provide new information about how things work in primary schools in Indonesia.

#### **a. Engagement and Motivation through Gamification**

This study agrees with previous research that gamified platforms are effective in increasing student involvement in language classes. Wang and Tahir (2020) found that when tools like Kahoot! are used, students pay more attention, are more motivated, and participate more because the game-like features add excitement and rewards. This study also found that shy or less confident students became more willing to take part in class when activities were gamified, which matches the findings of Licorish et al. (2018), who valued these tools for helping students with different learning needs. Teachers mentioned that students saw gamified learning as a form of play, which helped reduce stress and created a more positive classroom environment.

This connects with the idea of flow and intrinsic motivation (Deci & Ryan, 2000), where students are more focused when they enjoy what they're doing and find it just the right level of challenge. Emotional involvement is especially important in early language learning, as it helps keep students interested and improves their ability to remember things (Su & Cheng, 2015). The fun environment also allowed students to try using the language without being afraid of making mistakes, which is important for learning a second language. So, gamified tools can help change students' attitudes from being hesitant to being more ready to speak.

#### **b. Pedagogical Integration and Instructional Support**

Beyond just encouraging learning, this study shows that gamified platforms can be used smartly in teaching plans. Teachers used these tools not just for enjoyment, but also to help students practice vocabulary, work on grammar, and get feedback on their progress. This matches what Plump and LaRosa (2017) found, showing that using tools like Quizizz in a thoughtful way helps students understand and remember concepts better. Teachers also liked how these platforms give feedback, helping them spot where students are struggling and change their teaching methods. This fits with formative assessment theory, which says that quick feedback helps students improve (Black & Wiliam, 2009). When used often, gamified platforms do more than just keep students interested—they also help teachers track how students are doing and adjust their lessons to meet different needs.

However, as Hsin and Wu (2021) pointed out, using these tools well needs both teaching skills and digital knowledge. Some teachers in this study didn't have enough of either, so they had to try out the tools on their own, which wasn't very efficient. There's a lack of proper training on gamification in primary education, so teachers are left to figure things out by themselves. This leads to mixed use of the tools and missed chances to use them fully in teaching.

*c. Barriers and Limitations in Real-world Classrooms*

Even though there is interest in using gamified platforms, there are still many challenges when trying to implement them. Teachers mentioned problems like poor internet connections, not enough digital tools, and unequal access to devices for students—issues that match the digital divide worries from UNESCO (2021). These problems make it hard to use technology fairly in classrooms and show larger problems with education access in Indonesian schools (Wijaya et al., 2022). Also, some platforms need students to participate at the same time and work best when each student has their device.

But this isn't always possible in schools with few resources. Teachers often had to come up with quick fixes or share devices, which made the activities less interactive and less smooth. These practical issues often made the educational benefits of gamification less effective. Moreover, the lack of support from schools and proper training shows a bigger problem with how organizations handle change.

Often, new ideas like gamification come from individual teachers rather than from school policies (Kim et al., 2022). For gamification to work well across schools, leaders need to invest in better technology and help teachers learn new skills as part of their regular planning. Without support from top-level policies, even the most excited teachers may get tired or go back to old teaching methods because of long-term challenges.

*d. Study Limitations and Future Research*

This study provides some useful information, but it has some limitations.

The number of participants was small (= 4), and they were all from primary schools in Bandung. Because of this, the results might not apply to other situations, like schools in rural areas or secondary schools. The study also used self-reported data, which means people told us about their experiences. This could lead to bias or remembering things differently, especially when thinking about difficulties or achievements. For future research, it would be better to include a wider range of teachers from both city and rural areas.

Using a mix of methods, such as interviews along with classroom observations or student performance information, could give a more complete picture. Looking directly at what students think about gamified learning might also give a better understanding of its effects. Additionally, future studies could look at the longer-term effects of gamified learning, like how well students remember vocabulary, how independent they become, and how teachers develop new teaching methods over time. More research is also needed to see how gamification can work in places with limited technology, to make sure it is fair and easy to use in different types of schools.

## CONCLUSION

This study shows that English teaching in primary school classrooms can be done well using gamified learning tools such as Kahoot, Quizizz, Baamboozle, and Wordwall. These platforms keep students interested in class and help with motivation. The four English teachers there in Bandung agreed to the point that the platforms make for more varied lessons. The tools give students quick feedback and let them take more control of their learning; these are useful for checking how students are doing, especially when teaching vocabulary and grammar. However, the study also identifies some issues that limit the complete use of these different tools.

These issues comprise a lack of good internet connection as well as a shortage of digital tools in schools, including insufficient teacher training. The platforms happen to be simple for one to use and often are free, but utilising them effectively in the classroom setting is just not always easy at all. Teachers need technological help along with guidance so that they can teach with the platforms. Even though the platforms are simple to use and often free, using them in the classroom effectively needs both help with technology and guidance on how to teach with them. Teachers often don't have the time or support from their schools to try these new ways of teaching, and there are not enough training programs to help them. The findings have important implications for both schools and education leaders.

School leaders should think about buying better technology and creating groups where teachers can share ideas and help each other with any issues they face. On a bigger level, education leaders should see gamification not just as a passing trend but as a real change in how we teach that fits with what students need today. This means

including training on gamified teaching in teacher education programs and continuing support for teachers who are already working. Future research should look at how long-term use of gamified teaching affects student learning, how it can help include all students in the classroom, and how well these global tools work in different parts of Indonesia. By listening to teachers and solving the problems they face, everyone involved can create a more fair and creative learning environment for young English learners in Indonesia.

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