

Tarnovetska O.A., Beresovska N.O.

*English Language Teachers,
Chernivtsi Medical College BSMU*

GAMIFICATION AS AN ESSENTIAL PART OF SECOND LANGUAGE LEARNING

With the development of modern society, the field of second language learning has become more technology oriented. This adjustment in the teaching strategies is in accordance with the learners the educators are receiving in their classroom. Plenty of second language learners are part of a generation that Prensky describes as «Digital Natives» [5].

Effective learning happens when children and teenagers are fully engaged in what they are doing. Learning is not a passive experience, with knowledge floating through the air from the teacher for the student to absorb. It demands a high level of participation, concentration and motivation. If students find the lesson dull, their minds will wander, and the act of learning anything becomes an awful lot harder.

There are many ways to engage students in the topic of the lesson, but one of the most effective, though often misunderstood, is the use of games. Many people see the use of games in the classroom as a reward, which have no inherent value as a learning tool and are therefore a waste of time. However, when games are used properly, this could not be further from the truth [4].

As a pedagogical strategy, Gamification is basically new, but it has been used successfully in modern world. Gamification not only use game elements and game design techniques in non-game contexts [6], but also empowers and engages the learner with motivational skills towards a learning approach and sustaining a relax atmosphere. It is based in the success of the gaming industry, social media, and decades of research in human psychology. Basically, any task, assignment, process or theoretical context can be gamified [2].

When students play a game, they have clear goals, and a set of rules to follow to reach those goals, which give students both structure and motivation. It also forces students to interact with each other, which is incredibly important and often difficult for the teacher to achieve, especially with self-conscious teenagers. Games create a friendly and enjoyable learning environment, linking 'learning' with 'fun' in the students' minds.

Another benefit of the use of games is the motivation to work on our mistakes. An extremely difficult aspect of learning a new language is the fact

that students will make many mistakes at the beginning. It is a normal human reaction to become embarrassed when we make a mistake, and this makes it difficult for the teacher to persuade students to practice something new or to repeat a task to give it right [3]. With the use of games, this becomes a lot easier, as the teacher can give feedback immediately on any mistake, and students are motivated to try using language in order to win the game. Games also lend themselves to repetition, as students are always happy to repeat a game to have a second chance of winning, not realizing that they are perfecting their language at the same time.

Here are some reasons why to use games:

- they are great for those students who are shy or worried about making mistakes;
- students learn faster and comprehend more than with traditional learning alone;
- positive memories of learning;
- students are not afraid of getting a negative mark;
- co-operative games encourage teamwork, problem-solving and creativity;
- last but not the least – everyone loves to win.

We can judge on the positive effect of games depending on their genre. For an instance, quiz games can boost student's knowledge, while puzzles can sharp their brain. There are also many games which helps to increase the vocabulary and some are just fun. So, that means, games have different purposes.

The most appropriate way of using games is for the students' achievement. Games have a number of challenges as stand-alone assessments that are overcome when they function in a more formative classroom environment integrated with instruction [1].

The most complicated thing in the process of gaming is the way of assessing students. Every result has to be evaluated. For instance, each gaming task has a particular number of points and students can exchange them according to the existing table of bonuses. Here is an example how it works:

	<i>Bonuses</i>	<i>Points</i>	
		<i>Individual</i>	<i>Collective</i>
	A right to «forget» something without being taxed	10p.	—
	Skip one writing exercise	15p.	—
	Play a video game	30p.	—
	Watch a film in English to my choice	Min 5p.	100p.
	Watch a film in English to your choice	Min 10p.	200p.

Game-based assessment provides activity designed from beginning with engagement in mind. Elements from narrative to difficulty to the core activity loop are designed to maintain student attention and motivation [1]. There is a research-base suggesting that assessment in which students are more engaged and motivated result in more valid inference. This is the major thing that game-based assessment can offer over simulation-based assessment.

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