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THE USE OF GAMIFICATION IN FOREIGN LANGUAGE LEARNING

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Abstract: *Gamification fosters a positive attitude towards learning. Games can help reduce anxiety and create a positive learning environment by making learning fun and engaging. This positive attitude can encourage learners to continue practicing and exploring the language. This article is about using gamification in learning a foreign language.*

Keywords: *gamification, foreign language learning, effectiveness, literature review.*

Annotatsiya: *Gamifikatsiya o'rganishga ijobiy munosabatni rivojlantiradi. O'rganishni qiziqarli va qiziqarli qilish orqali o'yinlar tashvishlarni kamaytirishga va ijobiy o'quv muhitini yaratishga yordam beradi. Bunday ijobiy munosabat o'quvchilarni tilni o'rganish va o'rganishni davom ettirishga undashi mumkin. Ushbu maqola chet tilini o'rganishda gamifikatsiyadan foydalanish haqida.*

Kalit so'zlar: *gamifikatsiya, chet tilini o'rganish, samaradorlik, adabiyotlarni ko'rib chiqish.*

INTRODUCTION

Recently, gamification has been implemented noticeably in online learning and teaching. Gamification has shown its effectiveness in students' integration of the education process by increasing students' integration with the teaching material and increasing their competence. Learning and teaching a new language is a complicated and strenuous process, so learners must be motivated. Gamification can play a role in further encouraging learners. This study conducted the systematic literature review methodology to demonstrate gamification in teaching and learning new languages over the three databases Web of Science, Science Direct, and Scopus.

The study's finding reveals that gamification can be a useful tool for teaching and learning languages and can increase learners' motivation and turn learning into an enjoyable process. It is recommended that further research be conducted in language education, focusing on gamification in learning the four primary language skills.

Learning a second language is not an easy, pleasant task, and students often face challenges. He should master the skills of writing, reading, speaking and listening. According to Hayakawa et al., the most difficult complex terms are usually easier to

forget when learning a new language. Thus, to learn a second language more effectively, connecting words to the real world is essential. In addition, learning a new language involves some cognitive activities and challenging tasks [1]. For example, cooperation is a crucial term in language teaching to create a calming atmosphere in the classroom because many students have a fair factor. Some tasks in language classes, such as translation, are time-consuming and challenging for the teacher in crowded classrooms. Teachers need to use creative teaching methods to engage resistant students more in class. Learning a new language is essential if people want to be a part of that culture. Furthermore, learning a new language has been proven to increase a person's ability to multitask because the language a person speaks shapes the way they think.

By using game-based elements, teaching and learning become a more collaborative and enjoyable process. The goal of implementing the concept of gamification in education is to maximize the motivation and activity of students. The main focus of gamification should be to make the desired changes in the behavior of the learner. Gatautis and others claim that gamification is mainly used to manipulate user behavior. However, on the other hand, Calderon et al. argue that implementing gamification is not only about motivating users through the use of game elements. Instead, it is a hands-on lesson that is used in a non-game setting such as teaching and learning. Also, shows that gamification has a positive effect on achievement and behavior toward educational goals.

METHODS

A significant number of academic searches have been conducted on gamification and its impact. Most of them show positive results on users. Empirical research has been done by Shahri on how to engineer gamification; the findings suggest that it is vital to align gamification's characteristics with the implemented environment [2]. In their research, Garrett and Young provided a group of popular elements of gamification to assist gamification development in healthcare. Swacha proposes a new approach to identifying an architecture for addressing the needs depending on determining gamification application components. Furthermore, the empirical research outcome done by Bouchrika et al. confirms that there is a positive impact on learners who have used online platforms that include gamification elements, mostly on engagement and motivation. Although many studies have been done on gamification's subject related to teaching and learning languages, there is no comprehensive overview of using gamification to teach and learn new languages. Gamification can be implemented to increase the engagement of the learner.

Thus, the motivations for conducting this research are to provide an overview and investigate the implementation of the gamification concept in language education [3].

RESULTS

It can be seen that gamification has a useful role in education. It may raise the question of how gamification can impact learning and teaching a second language. Firstly, it has been noticed that game elements were implemented to increase the learner's motivation in second language acquisition. It has been observed that gamification elements for language education were categorized into two groups, self-element (levels, badges, points, or time limit) and social elements (leaderboards and competition). However, it can be said that level and time limit elements have been used noticeably and most importantly. These findings were also emphasized by Osipov, Volinsky and Grishin and Ramos-Ramirez & Mauricio. It was identified that such elements could effectively turn the teaching and learning of a foreign language into an enjoyable process. There is a strong bond between Gamification and emergent technologies. It all starts with its definition which can be synthesized as the application of game mechanics in non-game-related contexts (Deterding, Sicart, Nacke, and Nixon, 2011). The main objective of Gamification is to increase participation and motivate users through the use of game elements such as points, leaderboards, and immediate feedback, among other things [4]. This is similar to the strategy of using technologies in L2 learning. The use of technology in L2 learning and instruction has played an essential part throughout the years. This is in part based on Prensky's (2001), definition of the Digital Natives. In addition, the work of Ybarra and Green (2003), mentions that the use of technology plays an integral part in providing L2 learners with a valuable language experience as they learn a second language. Most of all it contributes to the positive development of some personality factors like self-esteem, risk-taking, and most of all, motivation. Developing motivation in the L2 learner by using technology provides a common denominator between Gamification and L2 learning, which results in enhancing this experience. In L2 learning, integrating technology has become essential, and the integration of Computer Assisted Language Learning (CALL) has been instrumental in the development of teaching and learning.

DISCUSSION

As the article indicates, the concept of Gamification is not new. Plenty of uses have been given before that fit the criteria. But, nowadays, with the proliferous use of social media and the accessibility to the Internet, the concept is being applied to plenty of diverse uses. Some uses include: employee motivation, conceptualization of the concept of energy preservation, beating and understanding diseases, creating healthy competition, promoting charitable donations, promoting customer loyalty, education, and language learning, among others. Several Gamification projects are currently being used that move away from the typical check-ins to earn points or badges encouraged by the Foursquare app. The following are three examples that present the concept of Gamification with diverse purposes. In addition, Gamification is currently implemented

for educational purposes as a strategy to foster student engagement in different content areas, including L2 learning [5].

CONCLUSION

In conclusion, it can be established that the use of Gamification in L2 learning contributes positively to the learning experience based on the information presented. At the same time, learning interventions need to be taken with precaution. Gamification helps the L2 learner in plenty of personality factors. In addition, the learner moves forward from an introverted mode of shyness and is more motivated based on positive feedback and the game elements used. Gamifying the L2 classroom enhances the learning of writing, reading, and speaking and motivates collaboration and interaction.

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