GAMIFICATION AS A MEANS OF FOSTERING MOTIVATION IN ENGLISH VOCABULARY LEARNING AMONG PRIMARY SCHOOL LEARNERS

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Abstract

There is examined the role of gamification in improving English vocabulary acquisition by increasing motivation among primary school learners in this article. In most cases, learning vocabulary might be challenging for young children, especially for primary school learners. Clearly, they feel bored in this way, and they often refuse to learn new words. From a motivational perspective, gamification may be the effective solution as it makes the learning more engaging by adding challenges, rewards, points, and teamwork as game elements. Particular attention is given to the purposeful use of game elements in vocabulary activities and their potential to encourage learners' active participation and repeated practice of new words. The purposeful selection of game elements is highlighted as important according to learners' age, language level, learning objectives, and vocabulary content.

Keywords: gamification, English vocabulary, vocabulary acquisition, primary school learners, game elements, English language teaching.

Annotatsiya:

Ushbu maqolada boshlang'ich sinf o'quvchilarida motivatsiyani oshirish orqali ingliz tili lug'at boyligini o'zlashtirishni yaxshilashda geymifikatsiyaning roli ko'rib chiqiladi. Ko'pgina hollarda lug'at boyligini o'rganish yosh bolalar, ayniqsa, boshlang'ich sinf o'quvchilari uchun qiyinchilik tug'dirishi mumkin. An'anaviy tarzda yangi so'zlarni yodlash jarayoni ularda zerikish hissini uyg'otishi va yangi so'zlarni o'rganishga bo'lgan qiziqishning pasayishiga olib kelishi mumkin. Motivatsion nuqtayi nazardan, geymifikatsiya samarali yechimlardan biri bo'lishi mumkin, chunki u topshiriqlarga musobaqa elementlari, mukofotlar, ballar va jamoaviy ish kabi o'yin elementlarini qo'shish orqali o'quv jarayonini yanada qiziqarli qiladi. Maqolada o'yin elementlaridan lug'at bilan bog'liq faoliyatlarda maqsadli foydalanish hamda ularning o'quvchilarning faol ishtirokini va yangi so'zlarni takroran mashq qilishini rag'batlantirish imkoniyatlariga alohida e'tibor qaratiladi. Shuningdek, o'yin elementlarini o'quvchilarning yoshi, til darajasi, ta'lim maqsadlari va o'rganilayotgan lug'at mazmuniga muvofiq maqsadli tanlashning muhimligi ta'kidlanadi.

Kalit so'zlar: geymifikatsiya, ingliz tili lug'at boyligi, lug'atni o'zlashtirish, boshlang'ich sinf o'quvchilari, o'yin elementlari, ingliz tilini o'qitish.

Аннотация

В данной статье рассматривается роль геймификации в улучшении усвоения английской лексики учащимися начальных классов посредством повышения их мотивации. В большинстве случаев изучение лексики может быть сложным для детей младшего возраста, особенно для

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учащихся начальных классов. Традиционное заучивание новых слов может вызывать у них скуку и снижать желание изучать новую лексику. С мотивационной точки зрения геймификация может выступать одним из эффективных решений, поскольку делает процесс обучения более увлекательным за счёт использования таких игровых элементов, как задания, награды, баллы и командная работа. Особое внимание уделяется целенаправленному использованию игровых элементов в лексических заданиях и их потенциальной возможности стимулировать активное участие учащихся и повторную практику новых слов. Также подчёркивается важность целенаправленного выбора игровых элементов с учётом возраста учащихся, уровня владения языком, целей обучения и содержания изучаемой лексики.

Ключевые слова: геймификация, английская лексика, усвоение лексики, учащиеся начальных классов, игровые элементы, обучение английскому языку

Introduction

In primary education, vocabulary is considered as an essential part of learning English since learners need words to understand instructions, express ideas, and develop basic learning skills. When vocabulary is taught mainly based on repeating and memorizing, learning might sometimes be difficult or boring. In this case, learners should be motivated to keep studying. One of the important possible ways of increasing motivation is gamification. In this research, Sailor & Homner (2020) suggests that gamification can increase learners' motivation and engagement by adding game-related activities into educational tasks. Learners might be encouraged to participate actively with game elements such as challenges, points, rewards, and teamwork in learning activities, and provide opportunities to practice repeatedly (Kingley, 2018). The effectiveness of gamification, however, is depended on selecting and integrating these elements into the learning process.

Materials and Methods

This study is based on a descriptive and theoretical research approach which means learning English vocabulary was reviewed and analyzed with literature related to gamification and learner motivation. Using game elements in educational contexts and vocabulary instruction was discussed with particular attention. The focus of the analysis is on challenges, points, rewards, feedback, teamwork, and the potential contribution of learners' motivation and their participation in lessons. While identifying methodological considerations which are relevant to primary school English vocabulary learning reviewed ideas were compared and generalized.

Results

There are several motivational opportunities in learning English vocabulary which gamification might provide in the analysis. Firstly, students may be encouraged to participate in vocabulary activities because challenges in game can give them clear and achievable goals. Secondly, learners can progress more visibly in studying English, and recognize how they are efforting in this way with points and rewards of game elements. Thirdly, learners can know how to interact to activities actively, and cooperate with others in teamwork during vocabulary practice. Lastly, learners can recognize how they are progressing and correcting their mistakes after getting feedback. The previous research showed that selecting game elements purposefully is an important methodological approach for using gamification in primary English lessons with the consideration of learning objectives, learners' age, language level, and vocabulary content. In this analysis also, game elements should not be used randomly. They should be

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selected by considering the motivational value of game elements with learning objectives and students' learning potential like the age, language level, and interest.

Discussion

The findings showcase the relationships between gamification and motivational and behavioral conditions in learning contexts. Sailor and Homner(2020) also report the positive relationships of these elements by making the analysis consistent. In these learning conditions, learners can get more willing to participate in classroom activities. Also, the findings suggest vocabulary instruction, and particularly game elements can be useful for repeating regularly and using actively that vocabulary learning requires. According to Kingsley (2018) game-related activities can provide engaging opportunities for vocabulary practice, and encourage students to participate.

Gamification, however, is not simply adding a game to English lessons, but it should be integrated purposefully into lessons regarding the effectiveness of learning. While excessive competition or rewards may distract learning from learning vocabulary objectives, poor lessons without engaging games may lose learners attention to lessons. In this situation, teachers should know how to balance the motivational condition with the educational purpose.

Conclusion

Adding the gamification can be considered as the useful methodological approach for fostering motivation of primary school learners in learning English vocabulary. Although game elements, such as rewards, challenges, points, goals, feedback, and teamwork may make a more engaging atmosphere to study by attracting students attention to participate in lessons, and practice words repeatedly, these elements should be selected regarding the learners' potential to learn, and the learning objective. That is why, the main value of adding gamification is not making an entertaining environment, but creating a convenient atmosphere to learn and fostering motivation to study continuously.

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