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Алматы қаласы

**GAMIFICATION AS A WAY TO INCREASE STUDENTS’ MOTIVATION IN ENGLISH LESSONS**

**Annotation**

The main aim of the article is to analyze the concept of gamification and its implementation in the teaching process to increase students’ motivation. There are elements which are the most important aspects to include in a gamification process.Although there are lots of applications to use , some of the them we can use to learn and teach a foreign language.

**Key words**: gamification, teaching,motivation,English

The duty of a 21st century teacher is to be able to adapt to this new situation, in which the minds of the students are increasingly extended and amplified thanks to the use of new technologies.

Educational innovation is developed in the classroom and it is mainly implemented trough are methodologies. Its purposes are to make pupils participate during a lesson, take into account the different learning rhythms of each pupil or to explore new techniques such as gamification.

Children spend a lot of time surfing the Internet and playing video games which have different elements that makes them get involved and encourage them to continue playing. Gamification aims at using these specific elements to make the student feel involved in their own learning process.

RahatPaharia was the person who coined the term ‘gamification’ in 2008. A general definition of this concept would be as follows: gamification is the inclusion of game design elements into non-playful contexts[1]. Its main aim is to influence people’s behavior, involving and motivating them to achieve different challenges.

At the same time, from Ray Wang’s point of view gamification describes a series of design principles, processes and systems used to influence, engage and motivate individuals, groups and communities to drive behaviors and effect desired outcomes[2].

In conclusion, gamification is the process of using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning and solve problems.

The fact of including games in education implies an approach to the activities and interests of children as well as one of the most natural ways of learning. In this way, gamification, has its bases in the application of the game elements. Games elements are the most important aspects to include in a gamification process. Fernandez Isabel establishes three different parts:

•**Mechanics**: they are different structures that makes our progress visible (score, badges, tasks, missions, avatars, classification)

•**Dynamics**: one of the most important elements in the gamification process is to create a guiding thread. The story will engage him/her and they will feel identified with it.

•**Appearance**: it is essential to choose appropriate colours, medals, points, graphics, etc. because they are related with feelings and experiences. We have to try to create an appearance that interests our pupils.

It is obvious that in the classroom contexts, we can observe different behaviors and the same activity does not motivate everybody in the same way

- Express: People who enjoy self-expression are motivated by showing their creativity and express themselves.

- Compete: there are some people who enjoys competition, and this makes them participate and get involved, although a high level of competition is not always good. Gamification include competition, but in a controlled way, as it is more about collaboration than about competition.

-Explore: people who like to explore, enjoy learning, and reaching different goals, acquiring knowledge. In gamification, we usually create tasks, missions, challenge that need to be solved by exploring.

- Collaborate: for some people is better to play in teams as they enjoy playing together and feeling part of something. Most of the gamification projects are created to participate in groups, in order to have a more successful experience.

It is not essential to use technology for gamification in the English learning process, multiple online resources and applications have been created during the last years. In the following lines, you can find a brief description of some of those tools. Although there are lots of pages and applications to use in a gamification process, these are some of the ones we can use to learn/teach a foreign language.

***Kahoot*** is a tool that allows you to create question and answer games in a very intuitive way. It rewards the speed at the time of answer as well as the correction of the marked response. Resultsaredisplayedinrealtime.

They will play ‘Kahoot!’ revising the contents in the unit they are working on (Whquestions, Past Tense, and about ICT vocabulary). They will play in groups. Rewards The platform will show them the winners, so the teacher will give them:

− 15 points for the winners

− 10 points for the second group

− 5 points for the third group.

**Quizlet**is a free website providing learning tools for students, including flashcards, study and game modes.[Ithas seven standard study modes](https://quizlet.com/help/2948254/studying-on-quizlet) that help students review in the way that works best for them:

1. Flashcards – a quick way to review terms and definitions, just like paper-based flashcards
2. Learn – a personalized study mode based on how well you know information in a study set
3. Write – a fill-in-the-blank style study tool
4. Spell – a study mode that dictates a term or definition that you must correctly type
5. Test – an easy way to quiz yourself on how well you know information in a study set
6. Match – a time-based game where the student must match terms and definitions
7. Gravity – a level-based game where the student must answer correctly before being hit by an asteroid

***Makebadges***is an online tool to create badges, avatars and banners.

***Plickers***has the same options than Kahoot but pupils do not need a computer or a mobile device.

From my point of view, apart from all the advantages that gamification presents, there are also some disadvantages or at least some points to improve or to take into account. It is not a technique you can use exclusively to teach English. It could be a helpful methodology for specific moments in the teaching-learning process, as it is difficult to teach some contents using only this technique. Using only gamification, you can make pupils lose their interest and motivation in those playful activities.

In conclusion we can say that gamification is a useful technique or methodology to generate positive results in the learning process of a foreign language, but it has to be developed in a carefully way to avoid making projects where students only receive awards for completing their work.