



LSLP Micro-Paper 73: Game Elements

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Defining the Term

The idea of game elements covers all the characteristics of a game, seeking to understand how said characteristics interact with the gamers. There are two kinds of elements: On the one hand, we have basic game elements such as rules, goals, challenges, interactions and storylines. Achievement, understood as both the progression level and the challenges, is another important piece to understand game elements. On the other hand, we have elements that are game-dependent. Some, such as reputation or status, are linked to character development, for example. Badges, or with visual representations of virtual goods, are another example of elements that are more specific to each game. What is important about these game elements is how their specific configuration makes the game engaging.

As gaming and [gamification](#) are becoming a subject of interest in education, it is important to understand that the use of game elements in the classroom is not intended to turn the class into an entire game. Rather, the goal is to collect the most engaging configurations of the games, translate them into the class context, and emulate the appealing effect of games. One example is the idea of achievement: The biggest achievement in terms of education is learning, but it is often mistaken for grades. Therefore, the main idea of the game elements is to bring into the classroom satisfaction and knowledge by involving the student based on them. Although these game elements were not conceived with this purpose, the plan is to turn them into learning tools.

In order to develop a well-done strategy that can create a productive environment in the classroom is necessary to understand that not all the game elements are indispensable to generate engaging gaming experience. So, there is no need to take them all into account. The idea instead is to gather the best elements so they can be implemented to make the classroom and the class more enjoyable and involving.

Connecting it to LSLP

In our [gaming literacies](#) research line, we are inquiring about the interactions between the game, the gamer and language use in order to [achieve victory](#). Studying game elements will enable us to comprehend how these settings shape the experience of playing and how they are able to [make the game engaging](#).

Likewise, the game elements will help us to acknowledge how these components define the category of the game and how they construct a virtual experience that the gamer can immerse to. Our gaming research has showed that elements like [lore](#), graphics, and [design](#) play a crucial role in commitment and [identity](#). Therefore, the game elements are becoming another feature of the gaming experience worth analyzing as part of understanding language interaction in games.

Expanding Second Language Research

There are around 140 game elements. Understanding how these game elements assemble a complete joyful experience where the gamer interacts with different people can help [language teachers](#) appropriate different approaches for language inside the classroom. Beyond that, game elements can provide facts and insights on how to shape and organize the class in order to yield engagement with learning.

References

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