LSLP Micro-Papers

LSLP Micro-Paper XX: Gamifying

Juan Camilo Mazo | Carlos Andrés Sánchez
BA Candidates in English-Spanish Education Universidad Pontificia Bolivariana, Sede Central Medellín | LSLP Novice Researchers
juan.mazop@upb.edu.co | carlos.sanchezr@upb.edu.co

Defining the Term

Gamifying means to understand the gaming background as a tool to rethink and improve language teaching. It entails bringing into the classroom the skills that a gamer develops and the composition of gaming. It is necessary to understand the gaming identity as an instrument to overcome students' lack of interest.

One important aspect about a gamified space is to have the chance to teach under a positive environment of constant motivation. In this environment, the students grow confident about their skills and create strategies to overcome their difficulties. As a result, they will not feel academic overload.

Another important consideration in the gamifying process is how one incorporates game elements into the classroom. As a means of achieving significant language learning, gaming design plays a key role as the part that motivates the student to outrank their own level. This is of great importance as we have students from all the levels in constant need for improvement.

Connecting it to LSLP

At LSLP, the idea of gamification has evolved in our own inquiries. Although we first framed in the traditional game-based route, our recent work has shifted to perspective of gamers who are becoming language teachers. In this revisited view, we first started by gamifying our research team, our work, and our roles. We adapted the principles of videogames and gaming teams to create a gamified space in which gamer-researchers would feel engaged, motivated and where both gamer and teacher identity was crucial to understand not only our research but also the classroom.

Gamifying has become part of almost every aspect of #TeamLaV and our research. We constantly discuss how to gamify our experiences while learning, teaching, interacting, making research presentations or academic activities. We seek to adapt the fundamentals of videogames while bringing them into educational contexts, while we also link the idea of gamification to literacy interpretations or practices in order to innovate what we perceive as L2 learning and teaching.

Expanding Second Language Research

The notion of gamifying allows us to think of better and updated ways to acquire a second language by making learners more engaged, participative and motivated. In educational settings, gamifying requires the presence of updated pedagogical approaches, new sets of strategies and teaching methods. In this way, research in this field could offer new opportunities and perspectives in order to get closer to what gamifying is and how to address it in the practice of learning and teaching second languages.

References

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