THE EFFECT OF GAMIFICATION ON STUDENTS' MOTIVATION TOWARD LEARNING ENGLISH

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ABSTRACT:

The current study investigates the effect of gamification (i.e., Duolingo) on students' motivation and engagement toward learning English. Gamification incorporates game elements into non-game contexts like education to increase user engagement. By using quantitative methods for collecting the data, a questionnaire of 15 statements was utilized and distributed on 60 (12-17 years old) participants. After obtaining the data, and using Excel sheets, the results showed that most students found Duolingo easy to use for learning English. Over half felt the games were engaging and helped improve their skills, especially speaking and writing. However, some found the games ineffective or time consuming. Most students were motivated and challenged yet also needed support in using Duolingo effectively. The students preferred Duolingo over traditional methods and planned to continue using it. Generally, to know the impressions of a sample of students about using gamification for their education will be helpful for students as well as teachers to boost learning outcomes and provide more guidance on effective usage.

KEYWORDS: Gamification, Motivation, Engagement, Challenge, Traditional Method.

1. Introduction

In recent years, a significant transformation has occurred in the field of education, creating innovative methods to engage and motivate students. A particularly compelling innovation is the integration of gamification techniques, which integrate educational contexts with game-like elements, with the purpose of enhancing student engagement and enthusiasm. This phenomenon is especially evident in the field of language learning apps, such as the widely recognized Duolingo platform.

When considering the application of gamification as an educational tool, it is significant to consider incorporating various theories. For example, self-determination theory explores the role of intrinsic motivation and the satisfaction of basic psychological needs in academic engagement and performance (Ryan & Deci, 2000). By using gamification strategies in EFL classrooms, educators can gain valuable insights into the psychological mechanisms that underlie the effectiveness of gamification in educational contexts.

The purpose of this study on gamification application is to investigate its effectiveness in improving student engagement and learning outcomes in the context of English language teaching. This study aims to determine effective gamification strategies for teaching and provide insight into how to use gamification to motivate and engage students. Additionally, this study aims to explore potential limitations or impacts of negative aspects of gamification and provide recommendations to reduce them. Overall, the research aims to contribute to our understanding of how gamification can enhance learning experiences and improve outcomes in education. Hence, on the basis of the aims of study, the current study is an attempt to answer the following research questions:

1. What are the students' general impressions about gamification used in enhancing English learning?

2. What is the effect of gamification on developing language skills, i.e., listening, speaking, reading and writing?

2. Literature Review

Gamification is how game elements and mechanics are applied to other contexts. It adds a touch of fun and excitement to an activity that otherwise would have been boring or mundane. Gamification aims to improve motivation, engagement, and enjoyment through its use of elements such as points, badges, leaderboards, and challenges. Below some definitions of gamification are highlighted in popularity in many areas, including education, training as well and business.

Gamification, as defined by Deterding et al. (2011), entails "the use of game design elements in nongame contexts" to

enhance user engagement and motivation. This means that, in a way or another, the incorporation of gamification elements into education settings may have an effect on improving the student's motivation, as well as learning outcomes. A study by Werbach and Hunter (2012) has shown that elements in the game, e.g., points, badges, or leaderboards, play an important role in influencing users' behavior as well as encouraging their engagement. A study carried out by Hamari et al. (2014) highlights the positive effects of gamification in terms of user engagement, enjoyment, and perceived usefulness across a variety of domains. In particular, gamification is a way of making education experiences more enjoyable by contributing to autonomy, competence, and relatedness, which are the main components of internal motivation (Koivisto & Hamari, 2019). Lastly, the use of gamification as a tool for motivating customer behavior, building brand loyalty, and driving user engagement has been discussed by Zichermann and Cunningham (2011), from the field of marketing.

In the field of education, the literature has shown that gamification has been a matter of interest in various educational settings, especially when it comes to English language learning. The effectiveness of gamification in teaching English has been examined by a number of researchers. They have explored, analyzed, and assessed various aspects of this strategy. For example, Wu et al. (2014) conducted a study in Taiwan on using digital board games for genuine communication in EFL classrooms. Their study aimed at examining if gaming as a language teaching tool can improve communication skills and intrinsic motivation through the use of appropriate contexts and sufficient practice, by providing students with relevant context and adequate practical experience. For this purpose, 96 high-school Taiwanese students were involved who were randomly assigned to an ordinary instruction group digital board game language-learning group, engaged in a 50-minute English class. The findings resulted in improvements in learning performance, motivation, and context-relevant immersion for the students, improving their linguistic skills.

A qualitative review study was undertaken by Klimova and Kacet (2017). The purpose of their study was to determine whether computer games are effective in learning languages. The study comprised collecting relevant studies on this topic and evaluating their findings through literature searches across various databases. The findings showed that computer-based educational games are effective at enhancing vocabulary acquisition in EFL classrooms.

Wu and Huang (2017) designed a mobile game-based system for practicing English vocabulary. Their study methodology was an experimental design where the students were divided into different groups. An intervention was implemented that was based on a gameplay system. Using statistical analysis, the results from the experiment demonstrated that consulting the proposed game-based system, there is increased learning interest, attention, efficiency, and a sense of achievement.

Hazwani et al. (2018) used Kahoot to investigate the effect of using Kahoot on classroom engagement. For the purpose of study, the researchers selected 29 first-year students (males and females), who enrolled in English classes. The results indicated that that the use of Kahoot had a positive impact on student engagement in the classroom.

Similarly, Mahbubah and Anam (2022) conducted a study entitled "Students' Perceptions on the Implementation of Kahoot in English Language Teaching". For the purpose of data collection, 23 Indonesian high-school students participated in the study. The results manifested that Kahoot, as a playful gamification strategy, motivated and involved the participants in the learning process.

All in all, the mentioned studies emphasize the positive effect of gaming and language learning applications on English language learning, improving communication skills, motivation, and vocabulary acquisition in language learning.

2.1. Implementing Gamification in Education

As a useful strategy to stimulate and motivate users to achieve some specific goals, gamification has different components, commonly referred to as elements (Deterding et al., 2011). These components can be used in the majority of non-game contexts. Examples of components include leaderboards, quests, levels, avatars, progress bars and charts, performance graphs, rewards, etc. All of these components serve various functions and may be found useful to be implemented in educational settings (Klock et al., 2018).

In the context of education, gamification is used to enhance student motivation and learning by incorporating elements such as scoring points, achieving levels, competing with others, and receiving rewards.

Research has shown that gamification can enhance student motivation, engagement, enjoyment, and academic achievement. For instance, Domínguez et al. (2013) reported sustained student motivation and engagement over two academic years in gamified e-learning engineering courses. Hanus and Fox (2015) found that gamified activities in a university psychology course led to an average improvement in exam scores by nearly 10% points. It is suggested that gamification fulfills basic psychological needs such as competence and autonomy, leading to increased motivation and learning (Sailer et al., 2017).

Thus, the benefits of gamification are promising. Effective implementation requires the alignment of gamification activities with specific learning outcomes through instructional design (Dichev & Dicheva, 2017). Moreover, extrinsic rewards that are overly controlling and competition-driven can diminish intrinsic motivation over time (Sailer et al., 2017). Educational games should provide optimal challenges, feedback on competence, and support for autonomy to fulfill psychological needs and maintain engagement (Nicholson, 2015). Participation should be motivated by meaningful rationales that connect gaming achievements to real learning.

The following are the most common game elements implemented for enhancing the learners' various skills in educational settings:

- Points and Badges: Students earn points or digital badges for completing tasks, demonstrating skills or reaching milestones, providing a sense of progress (Morford et al., 2014). They can foster positive competition among learners, encourage them to strive for the top positions, and get the learners more involved with teaching content (Lister, 2015). Example: Gaining 50 "experience points" for finishing an assignment.

- Levels: Higher levels provide new challenges and opportunities as students gain skills. Levels add structure and signal progress (Contreras Espinosa & Eguia, 2016). Example: Advancing from "beginner" to "intermediate" level by earning enough points.

- Leaderboards: Public displays of top performers satisfying people's drive to compare progress (Hanus & Fox, 2015). According to Saleem et al., (2022), leaderboards are used to reward learners who complete modules or achieve milestones in a course. It can be a feeling of achievement and motivation to keep going for the learners. Example: Showing the students with the highest quiz scores for the week on the class website.

- Rewards: Virtual goods, privileges or praise are unlocked when milestones are achieved, incentivizing engagement (Contreras Espinosa & Eguia, 2016). Rewards are effective in motivating the learners. Rewards can be linked to the completion of quizzes, assignments, or other learning activities (Nah et al., 2014). Giving feedback is always immediate, focused, and designed to be used by the learners to change the approach so as to accomplish more favorable results. Example: Gaining access to bonus course content after passing a certain number of tests.

To sum up, the effective integration of these game elements in the teaching aids can create a more stimulating and motivational learning experience for learners (Huang & Soman, 2013; Jackson, 2016). Finally, these elements can encourage them to be active participants and achieve their goals from course materials.

2.2. Advantages of Gamification in Education

In the process of teaching and learning, gamification has a lot of potential benefits. They are explained below:

1. Increasing motivation and engagement: Research has shown that gamification boosts motivation and engagement in academic contexts leading to better learning outcomes (Hanus & Fox, 2015; Su & Cheng, 2015). Games provide meaningful rationales for participation by satisfying psychological needs (Nicholson, 2015).

2. Improving knowledge retention: The interactivity and rewards in games reinforce memory formation and retrieval compared to traditional methods, improving long-term retention (Barna & Fodor, 2017; Forndran & Zacharias, 2019).

3. Developing language skills: well-designed games promote skill building by scaffolding tasks, providing performance feedback for refinement, and using leaderboards and rewards to mark progress (Morford et al., 2014). A study by Purgina et al. (2020) indicated that gamification can be used to improve students' language skills, such as EFL acquisition or grammar understanding. It increases students' chances of practicing and applying their EFL skills in a fun and interactive way by incorporating game elements.

4. Promoting a collaborative learning environment. Gamified exercises promote social interaction and linguistic development, empowering students to connect with each other, share ideas, or communicate in English.

3. Method

The current quantitative study is conducted to investigate the impact of integrating the Duolingo app into the English learning journey of Kurdish learners aged between 12-17 (males and females). The study aims to contribute to the development of language learning applications and software with gamified elements. The researchers used a questionnaire as the study tool for the purpose of collecting data. The questionnaire measured the perceptions and attitudes of the participants concerning the use of Duolingo for learning English. By using Excel sheets, the data were analyzed and presented in tables.

3.1. Participants and Sampling Procedures

The study involved 60 participants, aged between 12 to 17 (males and females), from Harshem Secondary School in Hawler Governorate, Kurdistan Region of Iraq. These participants, who were randomly selected for the study sample, frequently used Duolingo to learn English in the academic year (2023-2024). They used Duolingo for 30 to 45 minutes every day for 6 weeks. The study intentionally refrained from manipulating variables or incorporating a control group because participants maintained their usual use of Duolingo.

3.2. Tools and Data Collection Procedures

The instruments that were used for the purpose of statistically gathering and measuring the data were the following:

1. A questionnaire of 15 statements was used to collect the data. Here, 60 participants were asked to complete the questionnaire. The primary objective was to measure the perceptions and attitudes of these participants concerning the app's games for learning English. The study focused on weighing the effectiveness, engagement levels, and overall value attributed to these gamified features as tools for language acquisition and improvement. The participants spent approximately 10 to 15 minutes to finish the questionnaire. To validate the questionnaire, the study also consulted a group of four experts (Appendix I). The comments and assessments provided by these experts play a vital role in refining the research tools. In response to their valuable feedback and scientific comments, the researchers made minor grammatical adjustments to specific elements. Following these modifications, a final copy of the questionnaire was prepared and distributed on the participants. It is worth noting that the items of the questionnaire were scaled following a Likert scale

measurement: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).

2. Duolingo, as a complimentary language learning platform, was used to make the learning process enjoyable and effective (Appendix II). As a gamification tool, it provides compact lessons where learners can accumulate points, progress through levels, and acquire practical communication abilities. Duolingo's courses effectively improve skills in listening, speaking, reading and writing. Duolingo also assists teachers and educators in utilizing language skills more effectively in classrooms. Duolingo, available on iOS, Android, and web (mobile or desktop), employs intelligent algorithms to adapt and assist students in areas they require (Night, 2023).

3. Excel sheets were used to calculate the percentages from the obtained data on tables.

4. Data Analysis, Results and Discussion

In analyzing the data obtained from a questionnaire distributed on 60 students who used the Duolingo app for learning English, they gave their general impressions on the gamification strategies understudy, showing the impact of gamification on developing language skills. The questionnaire had 30 statements that tackled different aspects such as motivation, engagement, effectiveness, and preference. Hence, on the basis of the literature review and aims of the study, and following a 5-point Likert scale, the obtained results are presented on the table below:

Table 1: Percentages Obtained from the Student's Responses on Gamification

	Statements	SA	A	N	D	SD
1	I find it easy to learn English through Duolingo.	0%	68%	26%	6%	0
2	The games in Duolingo are engaging and fun to navigate.	9%	63%	13%	16%	0
3	The games in Duolingo are effective in helping me learn English.	5%	43%	34%	18%	0
4	The games in Duolingo are time-consuming for me to learn English.	23%	30%	38%	9%	0
5	I feel more confident in my English skills after using Duolingo.	8%	55%	11%	26%	0
6	I feel motivated to learn English through Duolingo.	23%	42%	25%	11%	0
7	I feel challenged when playing Duolingo games to learn English.	0%	57%	21%	23%	0
8	Duolingo helps me with English listening skills.	18%	34%	30%	18%	0
9	Duolingo helps me with English speaking skills.	30%	39%	19%	12%	0
10	Duolingo helps me with English reading skills.	4%	54%	11%	31%	0
11	Duolingo helps me with English writing skills.	12%	53%	18%	18%	0
12	I prefer using Duolingo to learn English over traditional methods.	11%	41%	24%	24%	0
13	Duolingo is a good way to practice English outside the classroom.	8%	47%	21%	25%	0
14	I intend to use Duolingo for learning purposes in the future.	7%	52%	15%	26%	0
15	I recommend Duolingo to others who are learning English.	11%	48%	15%	26%	0

The results in the above table shows that the Duolingo app had some positive effects on the students' motivation and engagement in learning English, but they also had some drawbacks in terms of their effectiveness and challenge. These results are analyzed and discussed in the following paragraphs.

Responses from statement (1) showed that the majority of students (68%) agreed that it is easy to learn English through Duolingo. In contrast, a low percentage (9%) of the sample chose "Disagree", indicating that most of the students found it easy to learn English through digital platforms such as Duolingo. These results are in line with those obtained by Wu and Huang (2017) who indicated that computer-based games can increase learning interest as well as efficiency.
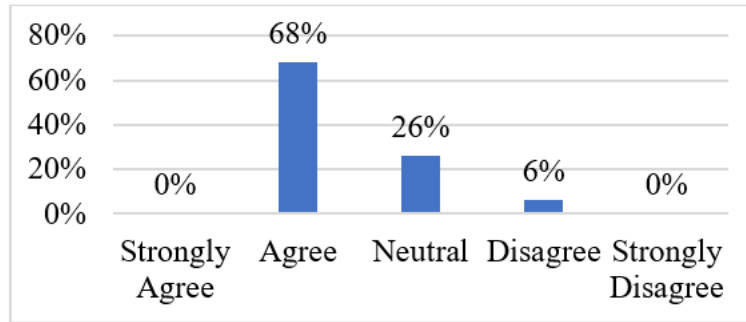
Figure 1: Ease of Learning through Gamification

The statements (2, 3 and 4) presented various percentages on whether the students agreed that the gamification strategy was engaging, effective and/or time-consuming. The results found that the games in Duolingo are considered engaging and fun by a significant number of students (63%).

While 48% (Strongly Agree=5%, Agree=43%) of the students found the games in Duolingo effective in learning English, a notable proportion (34%) were neutral, and 18% chose "Disagree". These results suggest that the app's games were enjoyable and entertaining for the students, but they also lacked some level of difficulty or complexity that would challenge them and enhance their learning outcomes. Our results agree with those attained by Hamari et al. (2014) who found out that gamification has positive effects on the students in terms of enjoyment and engagement. The results also indicate that the app's games

did not have a clear or consistent alignment with the students' learning goals or levels, which could affect their perceived effectiveness or usefulness of the app.

Opinions were divided on whether the games were a waste of time, manifesting that 53% (Strongly Agree=23%, Agree=30%) of the respondents generally agreed that using the games in Duolingo was time-consuming. Further, 38% of the respondents remained neutral. Such latter percentages were surprising because, as indicated in Figure 1, most of the students had the impression that it was easy to learn English through the use of Duolingo. The idea of whether using computer based-based games for learning purposes is time-consuming or not has not been shown in any research. The percentages of engagement, effectiveness and time-consumption of using Duolingo are shown on the figure below:
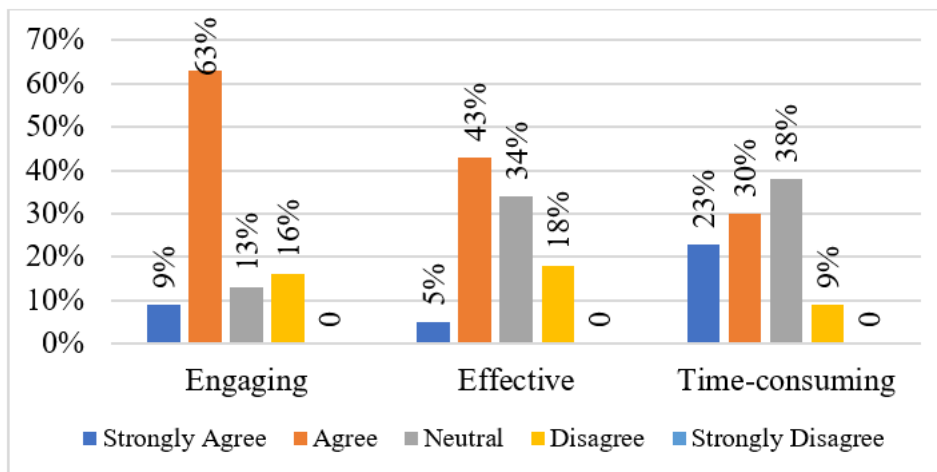

Figure 2: Gamification as Engaging, Effective and/or Time-consuming Strategy

The results in the statements (5, 6 and 7) calculated different percentages on whether the students felt confident, motivated, and/or challenged when using the Duolingo games.
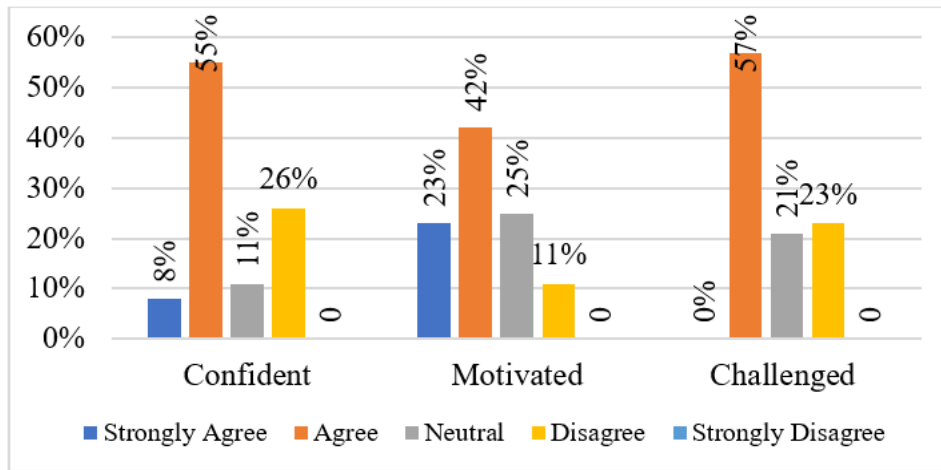
Figure 3: Student's Confidence, Motivation and Challenge when Implementing Gamification

As it is clear from Figure (3), more than half of the students (55%) felt confident in their English skills. However, 26% of the students chose "Disagree" and 11% of them remained "Neutral". These two latter percentages are not low when it comes to confidence. These results suggest that the students must trust themselves in using digital platforms in a way or another. With regard to motivation in statement 6 and challenge in statement 7, and as previously supported by Wu et al. (2014), it was found that the students generally agreed on the fact that using Duolingo was a matter of motivation (42%) and challenge (57%) in learning English in the same time. Also, a quarter of the respondents did not express themselves as neither motivated (25%) nor challenged (21%). As previously indicated by Klimova and Kacet (2017), and Mahboba and Anam (2022), the results of our study suggest that the Duolingo games were appealing and fun for the students, but they also encountered some difficulties or frustrations in using the app's interface or features. Also, Duolingo stimulated the students' interest and curiosity in learning English, but it seems they also needed some guidance or support in using the app effectively.

According to the improvement of language skills (statements 8-11), Duolingo was perceived to be very helpful in improving all the English skills. The results showed nearly approximate percentages for both agreeing and strongly agreeing in listening (52%), speaking (69%), reading (58%) and writing (65%). These results indicate that the majority of participants believed that gamification made learning English simpler. These results are in agreement with those obtained by Werbach and Hunter (2012), Wu et al. (2014) and Hazwani et al. (2018). In contrast, some of the students disagreed on the idea that gamified elements of Duolingo can improve their English skills: listening (18%), speaking (12%), reading (31%) and writing (18%). Further, an enough number of them remained neutral. These various findings suggest that Duolingo was more effective in developing the students' productive skills (speaking and writing) than their receptive skills (listening and reading).
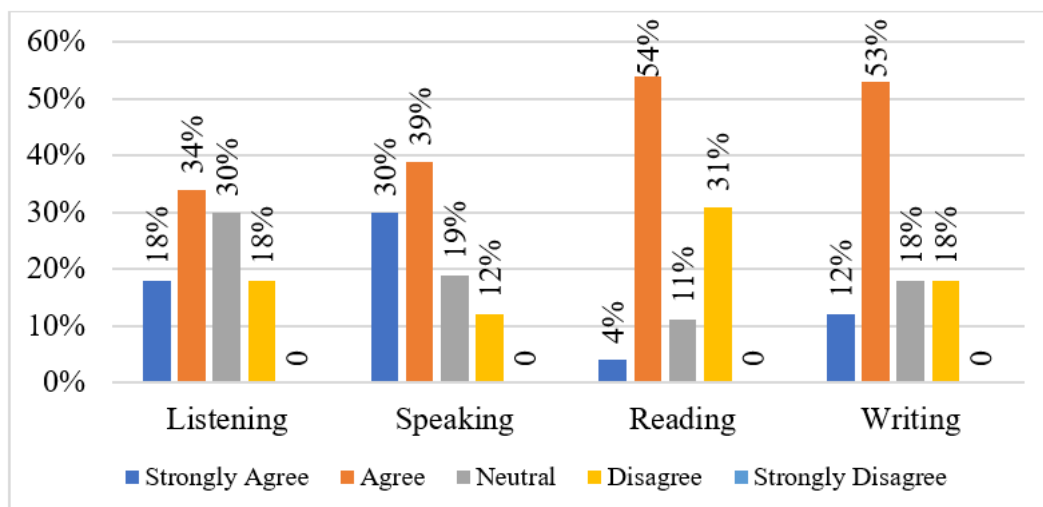

Figure 4: Improvement of Language Skills through Gamification

In response to statements 12 and 13, more than half of the students, i.e., 52% (Agree=41%, Strongly Agree=11), preferred using Duolingo over traditional methods. This was a good reason why most of the students, i.e., 55%

(Agree=47%, Strongly Agree=8), believed that using Duolingo can be helpful and useful for studying English even outside the classroom (see Table 1). The rest of the students were divided between "Disagree" and "Neutral", whom they recorded a percentage of (24%) for each.
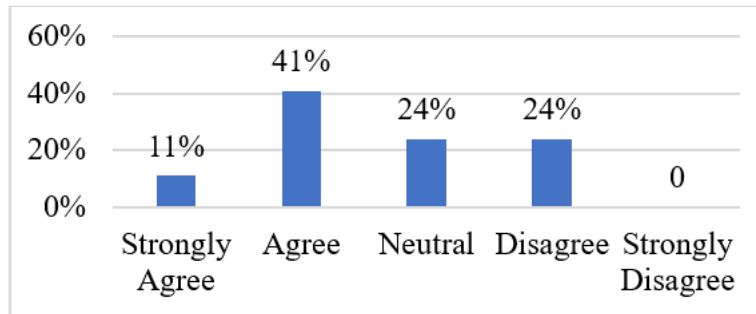

Figure 5: Duolingo Preference over Traditional Methods

Finally, when responded to statement 14, the majority of students, i.e., 59% (Agree=52%, Strongly Agree=7), agreed that they have intention to use Duolingo for future learning. That is why, they recommended other students to make use of digital platforms in general and Duolingo in specific for the purpose of leaning. The students' recommendation recorded the same highest percentage, that is, 59% (Agree=48%, Strongly Agree=11). The rest of the students had 26% for "Disagree" and 15% for "Neutral".
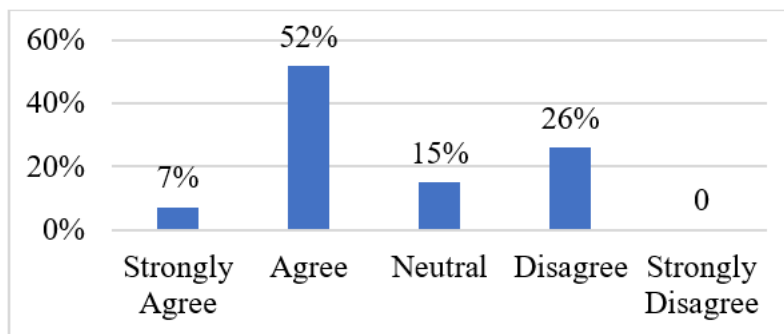

Figure 6: Future Use of Duolingo

In general, the findings highlight the potential of Duolingo as a digital language learning platform. There is also pointing to areas for improvement, such as aligning the games with students' learning targets and levels, and addressing the problem of time consumption. Also, there is tendency that the usage of Duolingo is preferred over traditional methods.

5. Conclusions

The main points of conclusions arrived at throughout the current study are listed below:

1. According to simplicity of learning English, most of the students found Duolingo an easy tool for English learning, showing a positive attitude towards digital language learning platforms.
2. Duolingo's games were seen as engaging by more than half of students, but also an observable number of them found these games beneficial for English learning. This implies that while the games were entertaining, they might need to be more challenging to improve learning outcomes.
3. Despite the perceived simplicity of learning, the majority of respondents felt that using Duolingo was time-intensive. This suggests a possible disagreement between the ease of use and the time commitment required.
4. Over half of the students felt self-assured in their English abilities when using Duolingo. However, the platform was viewed as a source of motivation and challenge in English learning, indicating that while Duolingo sparks interest and curiosity, students might require extra guidance or support for effective usage.
5. Duolingo was seen as extremely useful in enhancing all English abilities, with the highest agreement for all language skills particularly speaking and writing. However, a considerable number of students disagreed or remained neutral, suggesting that the effectiveness of Duolingo's gamified elements in enhancing English abilities may differ among users.
6. More than half of the students preferred using Duolingo over traditional methods. This preference is reflected in the fact that most of the students found Duolingo helpful for studying English even outside the classroom. However, an enough number of the students also disagreed or remained neutral with this sentiment.
7. Concerning the future usage of gamification, a majority of students expressed an intention to use Duolingo for future learning. This aligns with the fact that

more than half of the sample recommended Duolingo to others for learning purposes.

6. Recommendations

On the basis of the main conclusions arrived at in our study, it is recommended that Duolingo's games are enhanced to be more challenging and better suited to students' learning stages to boost effectiveness. Also, the features of Duolingo gamified elements are given more support and guidance to help the students use Duolingo more effectively. Lastly, further analysis of demographic factors such as age, gender, proficiency, would be useful to gain deeper insights into the effectiveness of gamification. respondents.

7. Suggestions for Further Studies

In the field of using digital platforms for educational purposes, it is suggested that further studies are to be conducted to:

1. Investigate the impact of various game components within Duolingo and other similar applications.

2. Compare between gamified and traditional language learning methods over an extended period.

3. Show gender differences concerning the use of gamification in developing language skills.

8. Implications

Gamification appears to hold potential for boosting student engagement and motivation in language learning. Also, there is a need for more research to identify the best design and execution of gamified platforms like Duolingo. With regard to educators, they can use apps like Duolingo as additional resources to stimulate interest and offer extra practice outside of classroom settings.

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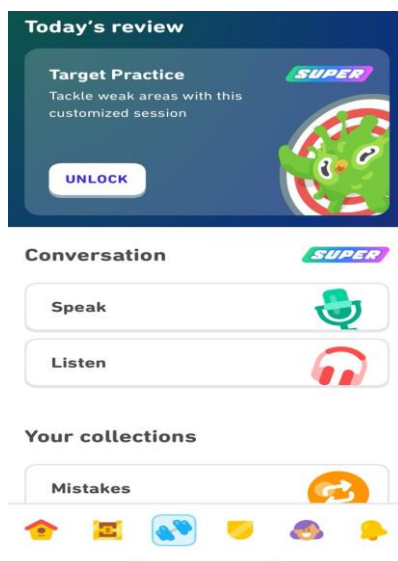Mahbubah, L., & Anam, S. (2022). Students' perceptions of the implementation of Kahoot! in English

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Appendices

Appendix I: Jury Members Consulted for Evaluating the Questionnaire

No.	Name	Specialty	Academic Title	Affiliation
1	Dr. Misbah Mahmood Dawood	Linguistics	Professor	English Department /College of Education and Language /University of Lebanese French
2	Dr. Najat Muhammed Amin	Linguistics	Asst. Professor	English Department /College of Languages /University of Salahaddin
3	Dr. Sanan Shero Malo	Applied linguistics	Asst. Professor	English Department /College of Humanities/ University of Zakho
4	Mr. Ivan Hasan Murad	TESOL	Asst. Professor	English Department /College of Humanities/ University of Zakho

Appendix II: A Screenshot of Duolingo App and Interface

کاریگەری یاریکردن لەسەر پاڵنەرەکانی خوێندکاران بەرەو فێربوونی زمانی ئینگلیزی

پوختە:

تویژینەوەی ئێستا لێکۆڵینەوە لە کاریگەری یاریکردن (واتە، دووڵینگۆ) لەسەر پاڵنەر و بەشداریکردنی خوێندکاران بەرەو فێربوونی زمانی ئینگلیزی دەکات. یاریکردنی تۆخمەکە دەخاتە ناو چوارچێوەی غەیرە یارییەکانی وەک پەرەوەردە بۆ زیادکردنی بەشداریکردنی بەکارهێنەر. بە بەکارهێنانی شێوازە چەندایەتییەکان بۆ کۆکردنەوەی زانیارییەکان، پرسیارنامەیەک لە 15 لێدوان بەکارهێنرا و بەسەر 60 (تەمەن 17-12 ساڵ) بەشداربوودا دابەشکرا. دوای بەدەستەهێنانی داتاکان، و بەکارهێنانی لاپەرمەکانی ئێکسڵ، ئەنجامەکان دەریانخست کە زۆربەی خوێندکاران دووڵینگۆیان بە ئاسانی بەکارهێناوە بۆ فێربوونی زمانی ئینگلیزی. زیاتر لە نیوە هەستیان بەوە کردووە یارییەکان سەرنجراکێشن و یارمەتیدەر بوون لە باشتر کردنی تواناکانیان، بەتایبەتی قسەکردن و نووسین. بەڵام هەندێک یارییەکانیان بە بێکاریگەر یان کات بەفیرۆدەر زانی. زۆربەی خوێندکاران پاڵنەر و تەحمەدا بوون بەڵام پێویستیان بە پشتگیری هەبوو لە بەکارهێنانی دووڵینگۆ بە شێوەیەکی کاریگەر. قوتابییەکان دووڵینگۆیان بە باشتر زانی لە شێوازە تەقلیدییەکان و پلانیان دانا بەردەوام بن لە بەکارهێنانی. بەگشتی، زانینی کاریگەرییەکانی نمونەیەک لە خوێندکاران سەبارەت بە بەکارهێنانی یاریکردن بۆ خوێندنەکەیان یارمەتیدەر دەبێت بۆ خوێندکاران و هەروەها مامۆستایان بۆ بەهرزکردنەوەی دەرئەنجامەکانی فێربوون و پێشکەشکردنی رێنمایی زیاتر لەسەر بەکارهێنانی کاریگەر.

وشەی سەرەکی: یاریکردن، پاڵنەر، بەشداریکردن، تەحمەدا، شێوازی نەریتی.

تأثير اللعبيّة على دافعية الطلاب نحو تعلّم اللغة الإنجليزية

الملخص:

تبحث الدراسة الحالية في تأثير اللعبيّة (أي دولينجو) على دافعية الطلاب وانخراطهم نحو تعلّم اللغة الإنجليزية. تدمج اللعبيّة عناصر اللعبة في سياقات غير متعلقة باللعب مثل التعليم لزيادة مشاركة المستخدم. باستخدام الأساليب الكمية لجمع البيانات، تم استخدام استبيان مكون من 15 عبارة وتم توزيعه على 60 مشاركًا (من سن 12 إلى 17 عامًا). بعد الحصول على البيانات واستخدام جداول Excel، أظهرت النتائج أن معظم الطلاب وجدوا دولينجو سهل الاستخدام لتعلم اللغة الإنجليزية. شعر أكثر من نصفهم أن الألعاب كانت جذابة وساعدت في تحسين مهاراتهم، وخاصة التحدث والكتابة. ومع ذلك، وجد البعض أن الألعاب غير فعالة أو تستغرق وقتًا طويلاً. كان معظم الطلاب متحمسين ومتحدين ولكنهم كانوا بحاجة أيضًا إلى الدعم في استخدام دولينجو بشكل فعال. فضل الطلاب دولينجو على الطرق التقليدية وخططوا لمواصلة استخدامه. بشكل عام، معرفة انطباعات عينة من الطلاب حول استخدام الألعاب التعليمية في تعليمهم سيكون مفيدًا للطلاب والمعلمين على حد سواء لتعزيز نتائج التعلم وتقديم المزيد من الإرشادات حول الاستخدام الفعال.

الكلمات المفتاحية: الألعاب التعليمية، الدافع، المشاركة، التحدي، الطريقة التقليدية.