

PLAYER 1



HIGHSCORE 2500



PLAYER 2

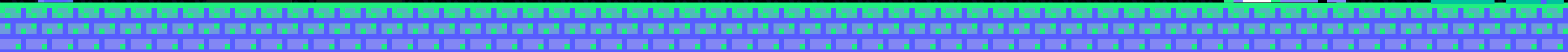
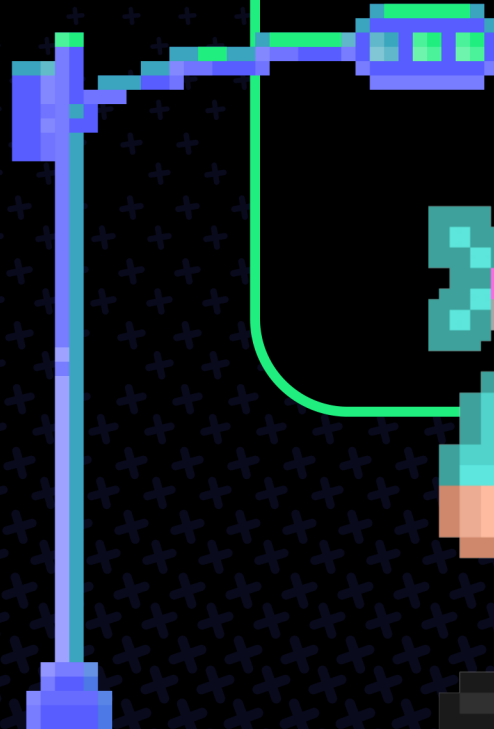
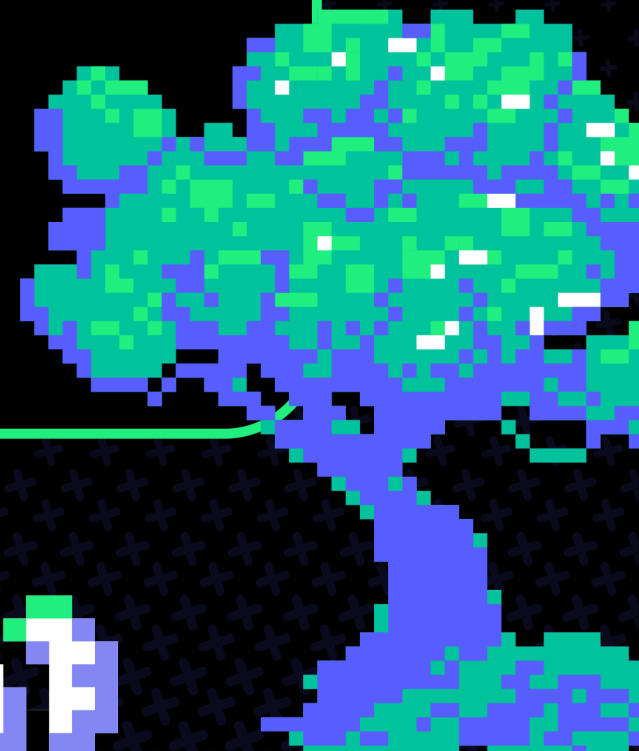
GAME-OVER- IFICATION?

OVERCOMING RESISTANCE
TO GAMIFICATION IN ELT

START

MENU

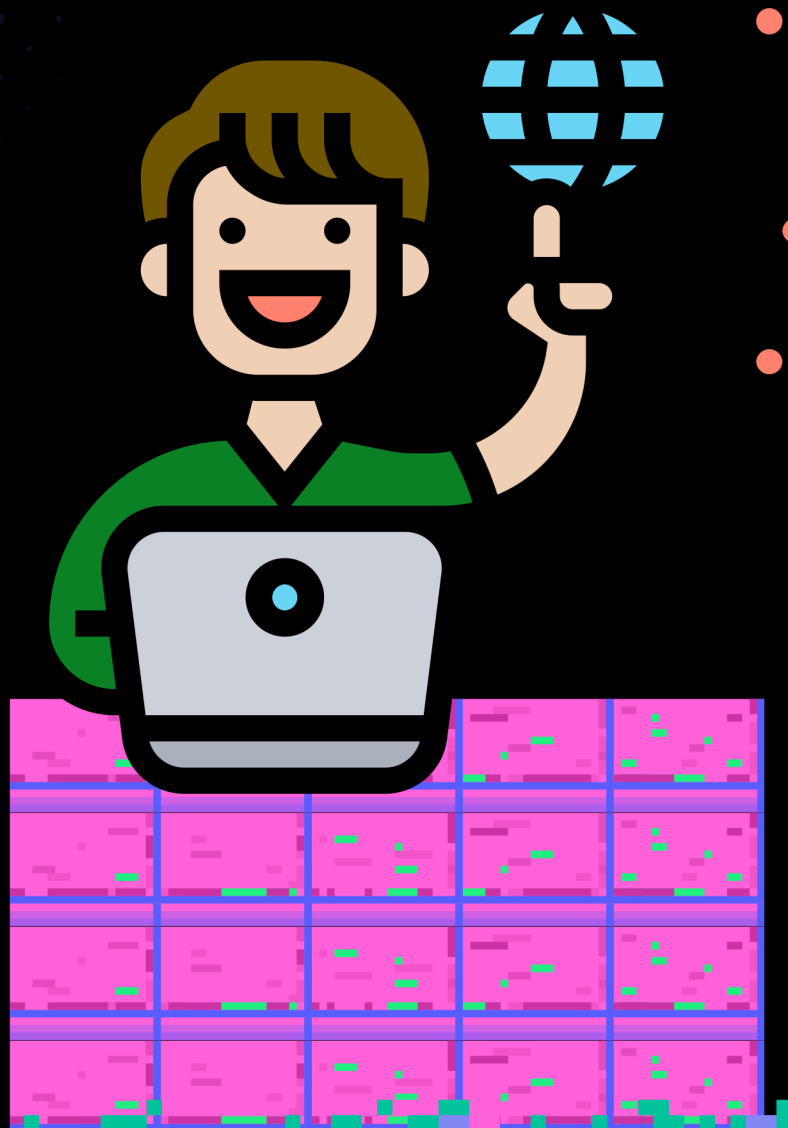
SIGN IN



PLAYER 1



ABOUT ME



WORKED IN ELT & EDTECH FOR OVER 10 YEARS



CURRENTLY WORKING ON GAME DESIGN IN ELT



LIVES IN SPAIN

MENU

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💎 07

★ 12

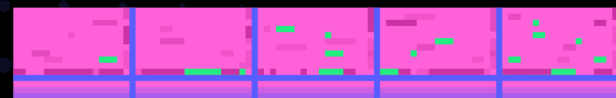


AGENDA

◆ WHAT WE'LL COVER TODAY



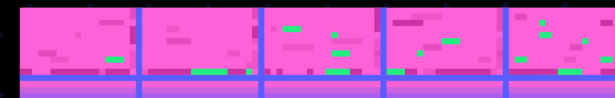
GAMIFICATION
TODAY



PROS OF
GAMIFICATION



CONS OF
GAMIFICATION



COMMON
MISTAKES



MAXIMISE THE
POTENTIAL OF
GAMIFICATION

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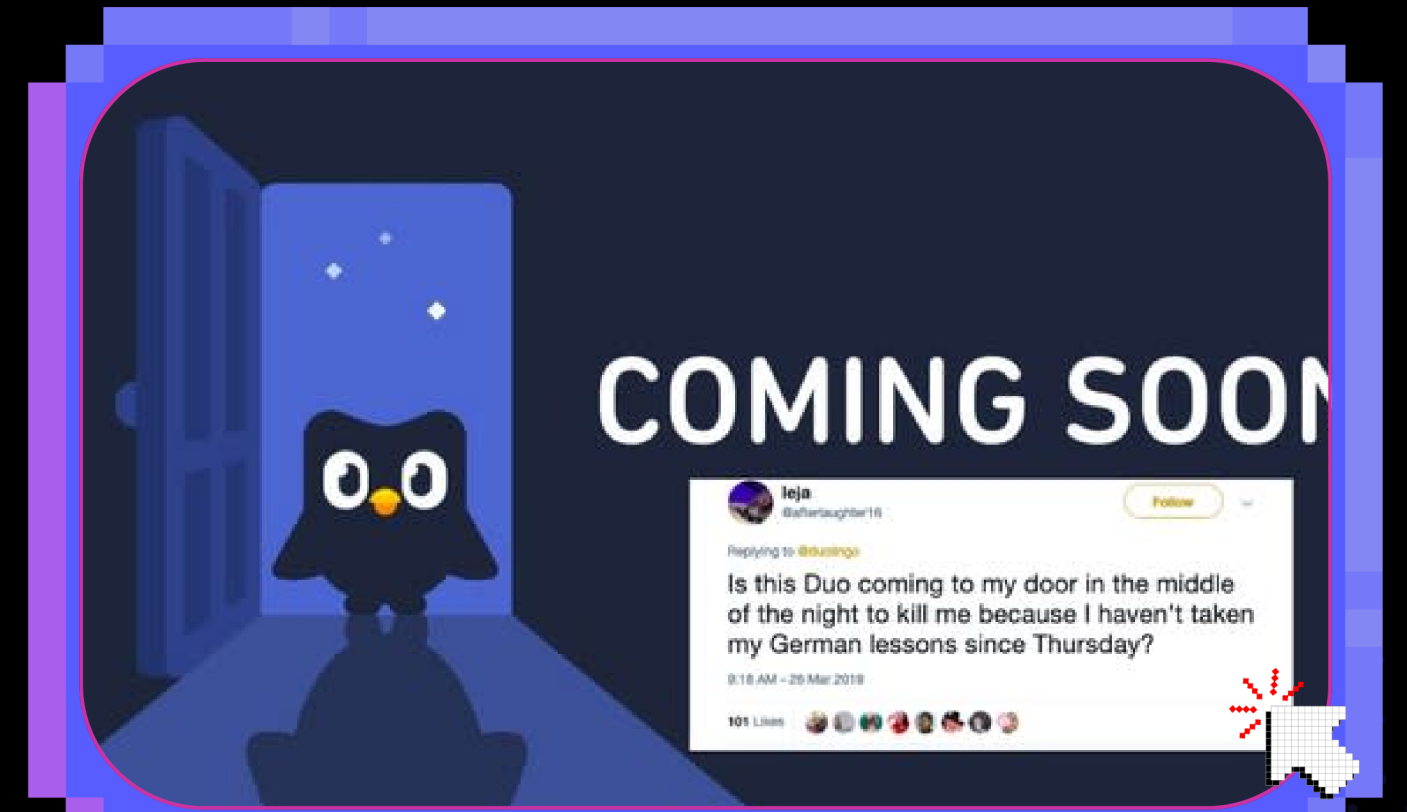
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GAMIFICATION TODAY

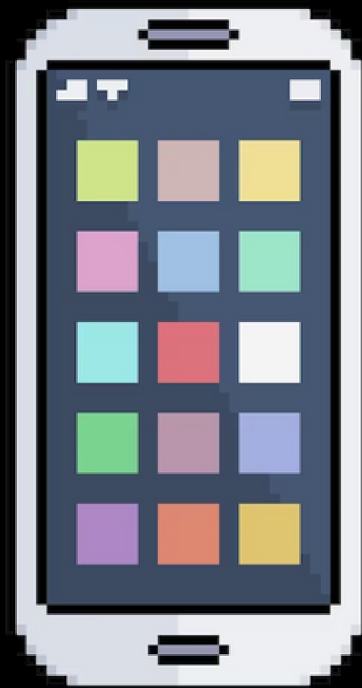
- ➡️ WIDESPREAD IN TECH/APPS
(DUOLINGO / BABEL / MEMRISE)
- ➡️ LIMITED ADOPTION IN CLASSROOMS
AND LMS AND OTHER FORMS OF
'FORMAL' EDUCATION
(KAHOOT / BAAMBOOZLE / CLASSDOJO)



MENU



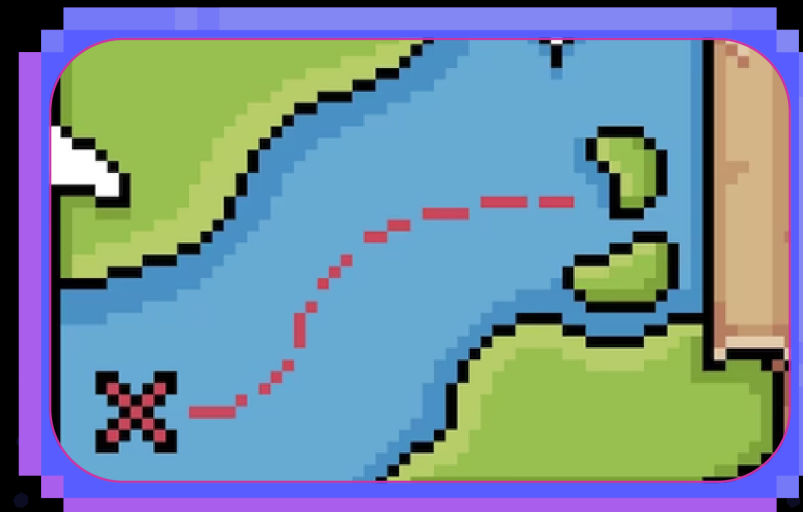
APPS



➤ PBL GAMIFICATION
Most common 'gamified' element

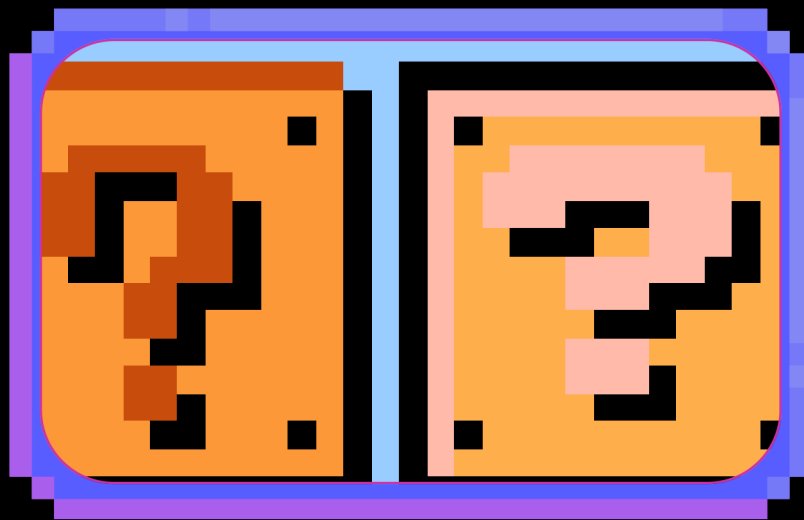


➤ AVATARS + CUSTOMISATION
Increasingly popular



➤ LEARNING CUSTOMISATION
Learning paths and branching learning outcomes or scenarios

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◆ INTERACTIVE QUIZZES

Easy and effective way of introducing gamified elements with immediate feedback

◆ LEARNING CHALLENGES

Classic gamified learning technique used to motivate learners

◆ TRADITIONAL GAMES

Too many to mention!

CLASSROOM





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3 OUT OF 10

➡️ INCORPORATE GAMIFICATION IN ALL LESSONS

70%

➡️ EXPRESSED CONCERNS ABOUT GAMIFICATION IN THE CLASSROOM OR LEARNING PROCESS





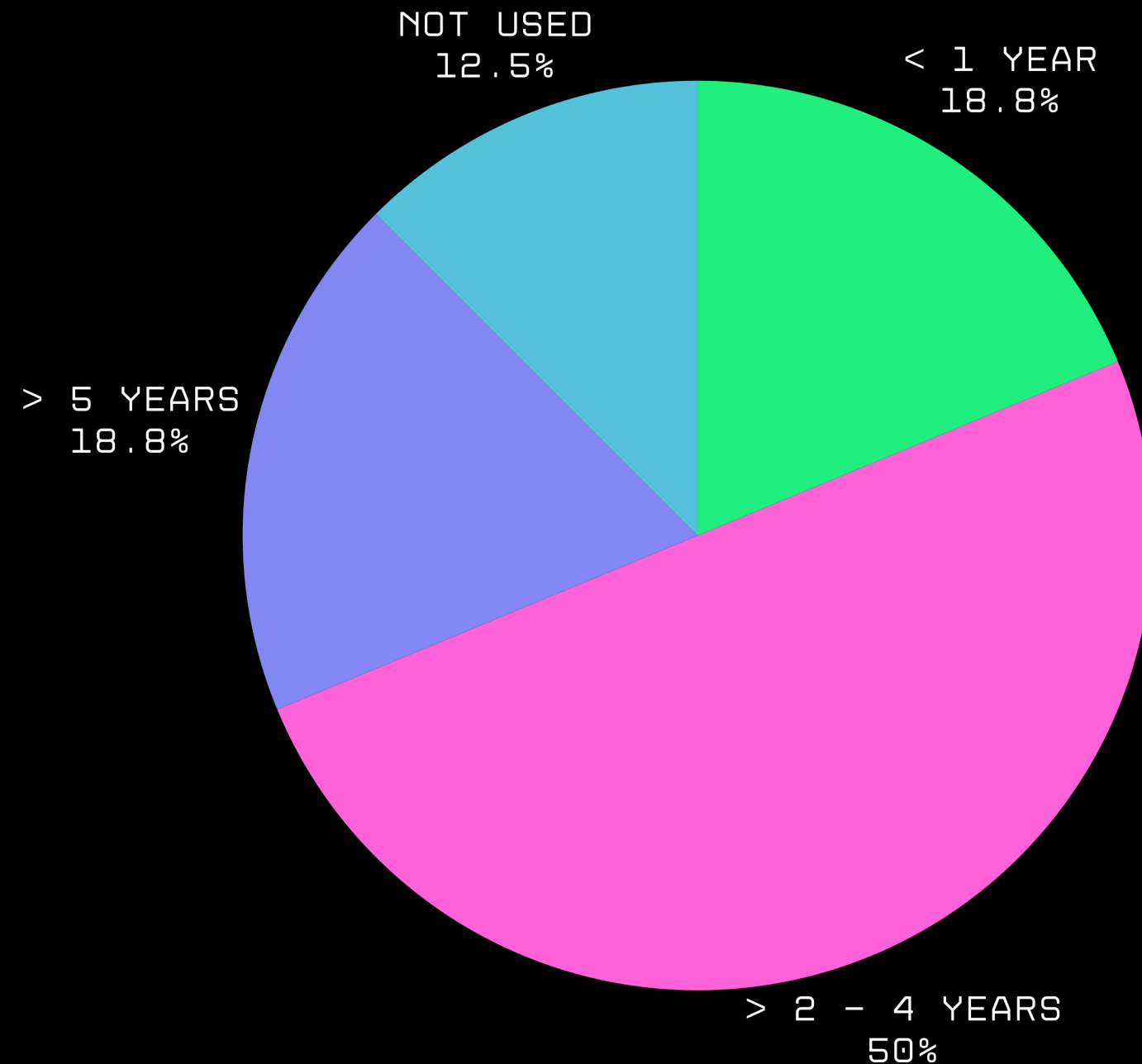
HIGHSCORE 2500



PLAYER 2

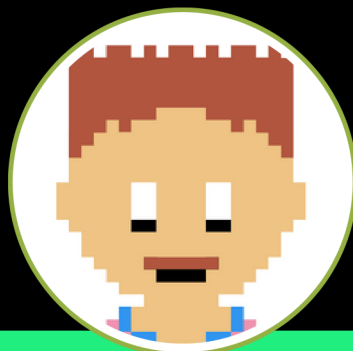
RESISTANCE TO GAMIFICATION

- ◆ HOW LONG HAVE TEACHERS IN ELT BEEN USING GAMIFICATION IN THEIR COURSES?



DEMIRBILEK, M., TALAN, T., & ALZOUABI, K. (2022). AN EXAMINATION OF THE FACTORS AND CHALLENGES TO ADOPTING GAMIFICATION IN ENGLISH FOREIGN LANGUAGE TEACHING

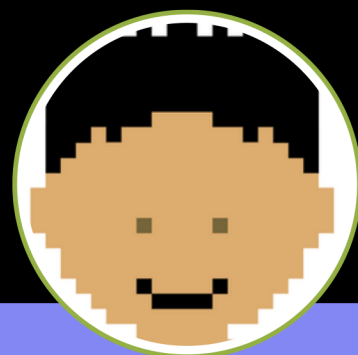
◆ TEACHER'S CONCERNS



The “gamification of education” is one aspect of the effort to shove apps and software into schools, call it personalised learning while teaching lessons about competition



Gamification may offer short-term engagement, but it risks undermining the integrity of education by prioritising entertainment over rigorous learning.



While gamification may seem innovative, it often perpetuates traditional, top-down models of education, reinforcing a one-size-fits-all approach rather than fostering creativity and critical thinking.



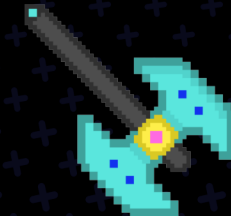
Gamification oversimplifies the complexity of human cognition and diminishes the value of genuine intellectual engagement, reducing learning to a series of game-like tasks



SIGN IN



★ WHY WE SHOULD ★ USE GAMIFICATION



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MOTIVATION

- ➡️ EXTRINSIC REWARDS BOOST INTRINSIC MOTIVATION
- ➡️ LEARNING BROKEN DOWN INTO SMALLER ACHIEVEMENTS
- ➡️ GAMIFICATION MAKES LANGUAGE LEARNING MORE ENJOYABLE AND MEANINGFUL FOR STUDENTS

1		dorcus dorlensley	956 XP
2		Diego Benitez	639 XP
3		Matt	511 XP

Additional details for Matt: 6+ years

Learning through play

Three ways to heighten elearner engagement using game thinking and the interactive capabilities of Storyline

YOUR PROGRESS:

-
-
-

The background shows a winding path through a park with various icons: a blue padlock (0), a red padlock (0), and a yellow flame (0). There are also several white stars scattered across the scene.

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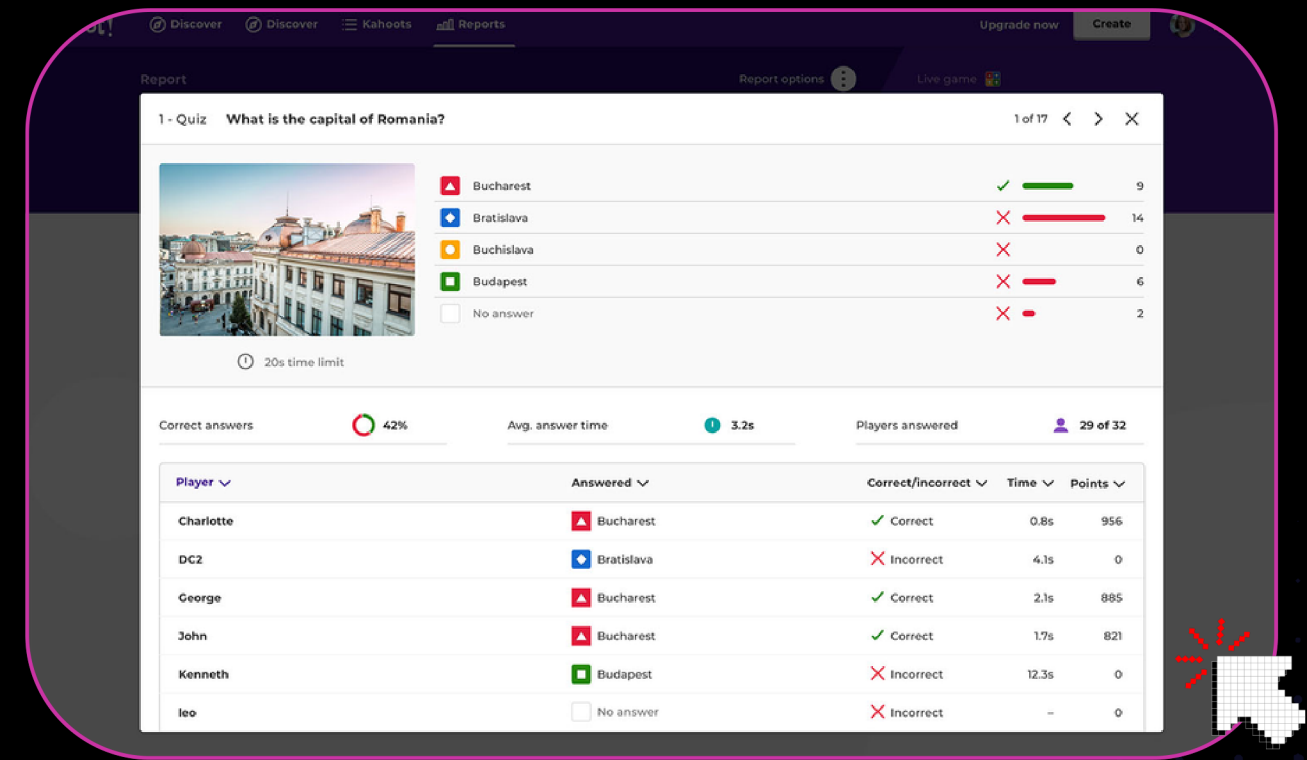
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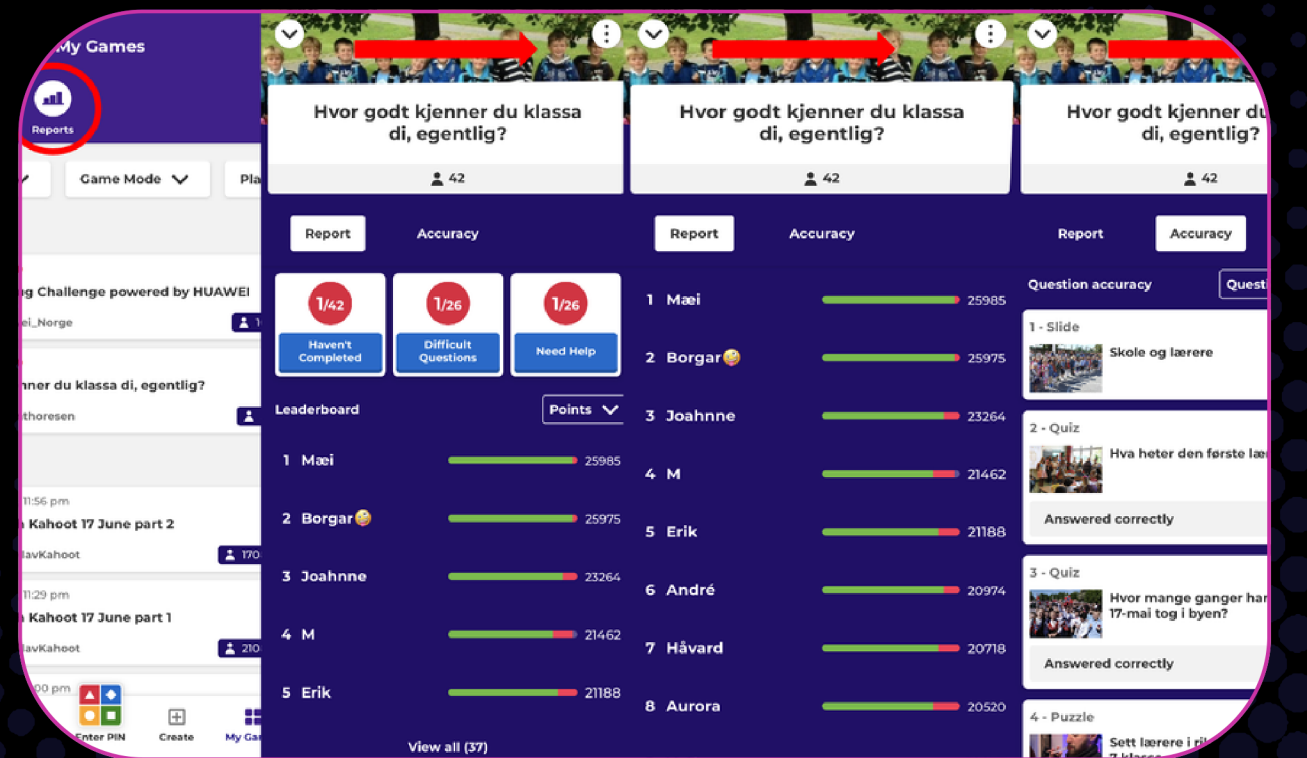
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FORMATIVE ASSESSMENT AND FEEDBACK

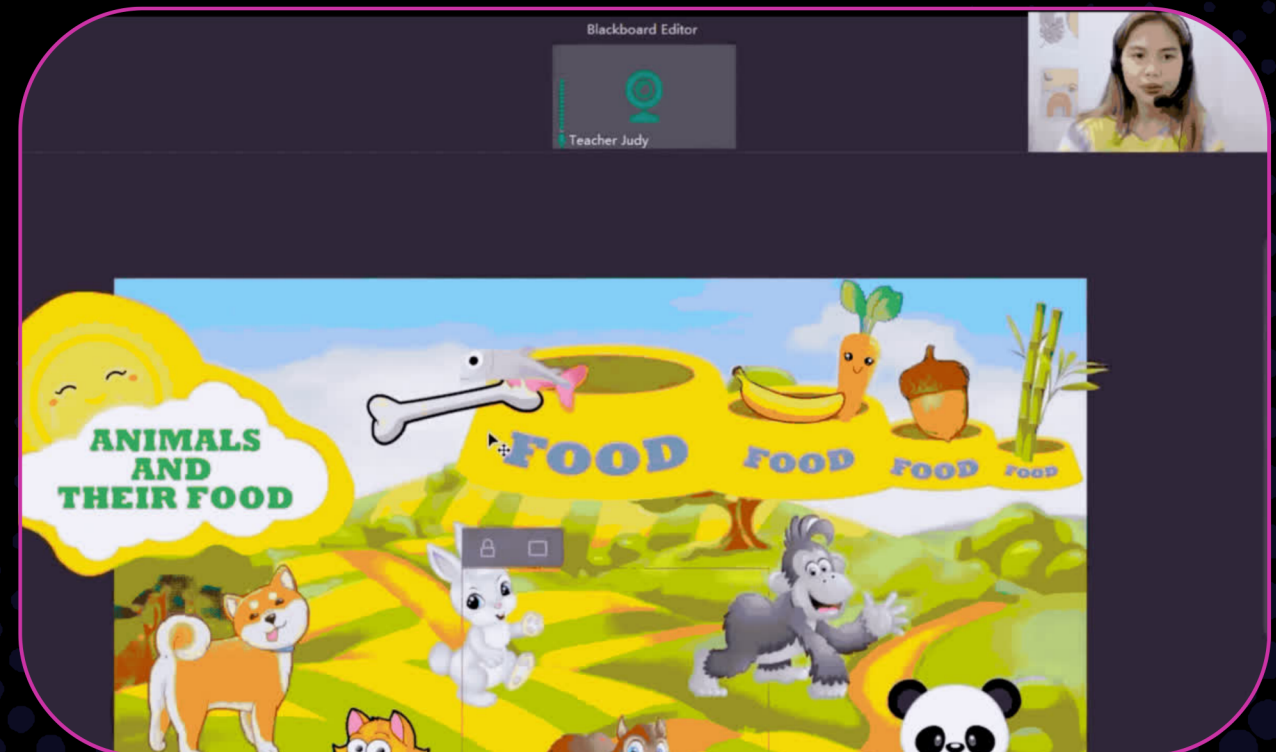


- ➡️ PROGRESS TRACKING GIVES INSIGHTS INTO STUDENTS' LEARNING
- ➡️ ADAPTIVE FEEDBACK AND REMEDIATION STRATEGIES CAN BE CREATED
- ➡️ ALLOWS TEACHERS TO MONITOR MORE AND RECEIVE MORE DIAGNOSTIC INFORMATION

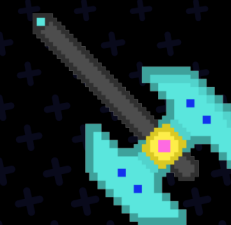


INTERACTIVITY

- ➡ ACTIVITIES CAN FEATURE VARIOUS QUESTION FORMAT CATERING TO DIFFERENT LEARNING PREFERENCES.
- ➡ IMMEDIATE FEEDBACK ALLOWING LEARNERS TO CORRECT MISTAKES AND REINFORCE LEARNING IN REAL-TIME
- ➡ ENGAGING ACTIVITIES ARE FUN!



WHY WE SHOULDN'T USE GAMIFICATION



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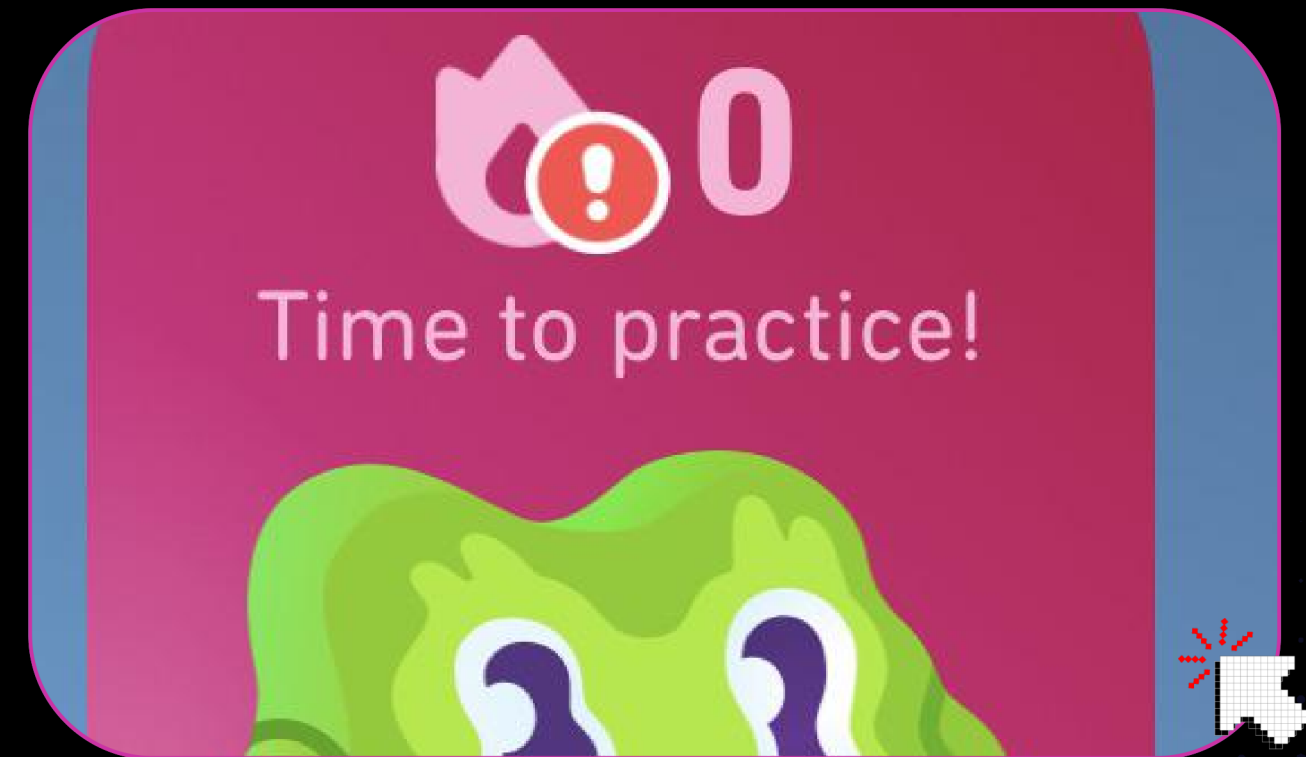
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MOTIVATION



- ➡ OVEREMPHASIS ON EXTERNAL REWARDS
- ➡ SHORT-TERM ENGAGEMENT VS. LONG-TERM MOTIVATION
- ➡ SUPERFICIAL LEARNING
- ➡ OVERLY COMPETITIVE



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FORMATIVE ASSESSMENT AND FEEDBACK



- ➡️ SIGNIFICANT TEACHER WORKLOAD IN DESIGNING ACTIVITIES
- ➡️ LACK OF LEARNING OUTCOMES / OBJECTIVES
- ➡️ LIMITED ASSESSMENT CAPABILITY

GAME PREVIEW
Future Simple

 <p>We (visit) our Grandma on Sunday. We will visit our Grandma on Sunday.</p>	 <p>They (play) basketball tomorrow. They will play basketball tomorrow.</p>	 <p>We ? badminton in the evening. We will play badminton in the evening.</p>
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INTERACTIVITY

The man is walking
... the door.



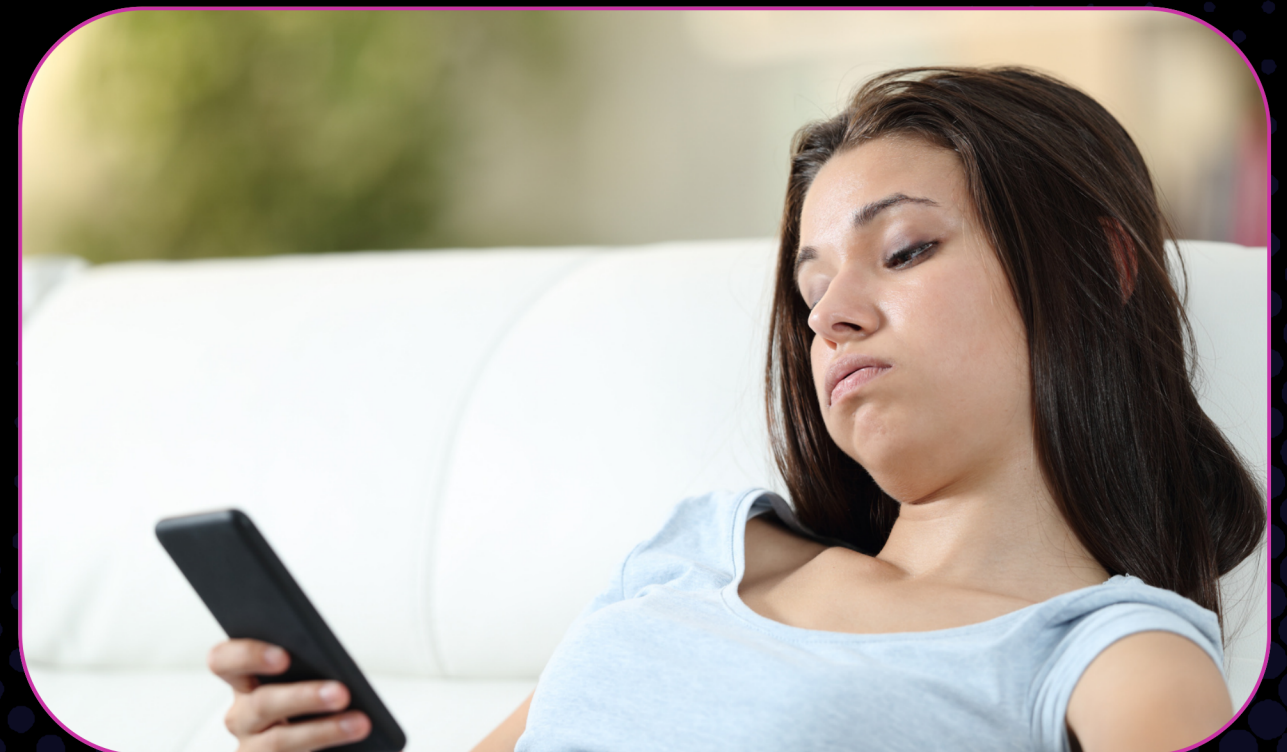
A to

B next to

C around

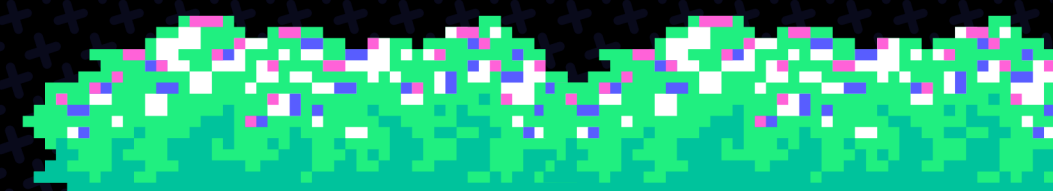
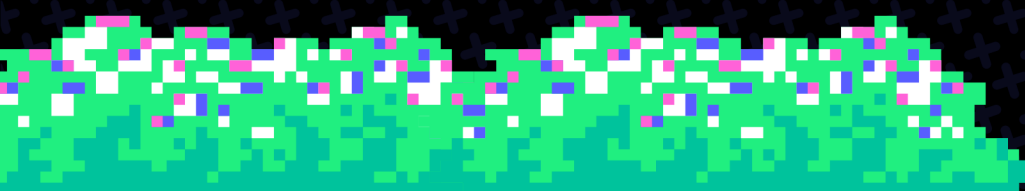
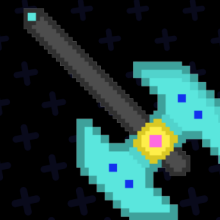


- ➡ INTERACTIONS LACK AUTHENTICITY & FAIL TO MATCH REAL-WORLD LANGUAGE USE
- ➡ ENCOURAGES PASSIVE CONSUMPTION OF CONTENT RATHER THAN ACTIVE PARTICIPATION AND INTERACTION
- ➡ LACK OF PERSONALISATION

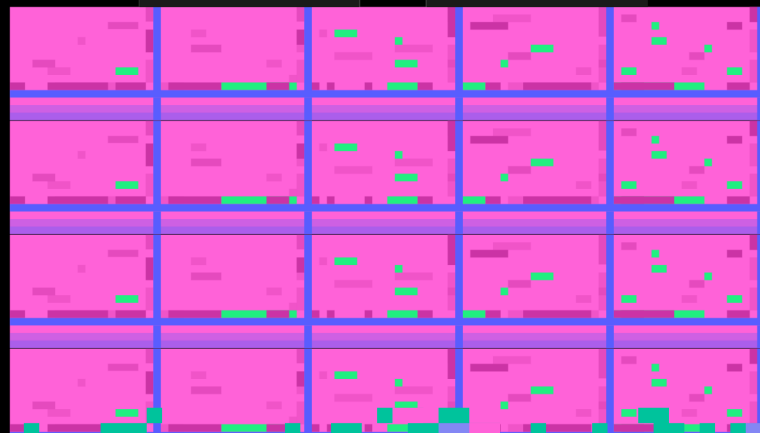




★ HOW TO MAXIMIZE ★ GAMIFICATION'S POTENTIAL?



PLAYER 1  

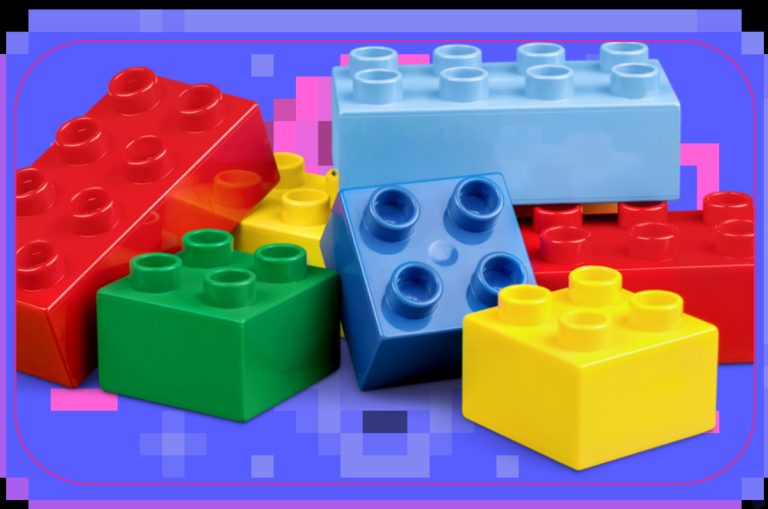


- THE LEARNER MUST NOT REALISE THEY ARE LEARNING IN A GAMIFIED ACTIVITY
- GAMIFIED ELEMENTS PRIMARILY NEED TO BE FUN

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HOW TO GAMIFY YOUR CLASS FOR LANGUAGE LEARNING



➤ LOOK TO EXISTING GAMES

There are a wealth of games available, physical or digital. Look to those in your L1 first.

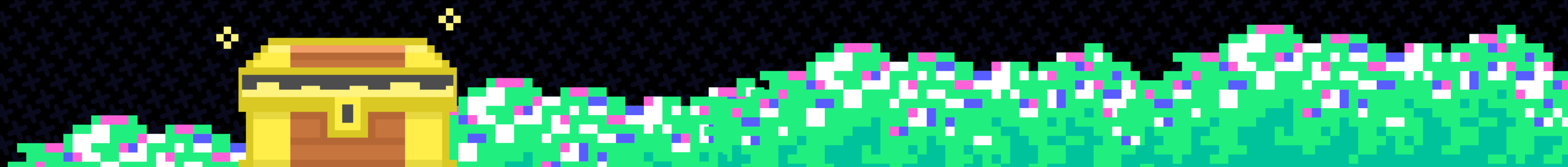
➤ FOCUS ON A LEARNING OUTCOME

You have a fun game but how can you adapt it to a specific learning outcome.

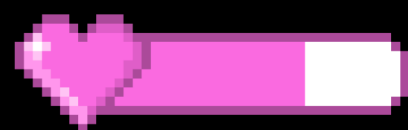
➤ BUILD YOUR LESSON AROUND GAMIFICATION

Games use fun activities to test skills and progression. Your class should be the same.

WHERE TO START LOOKING?

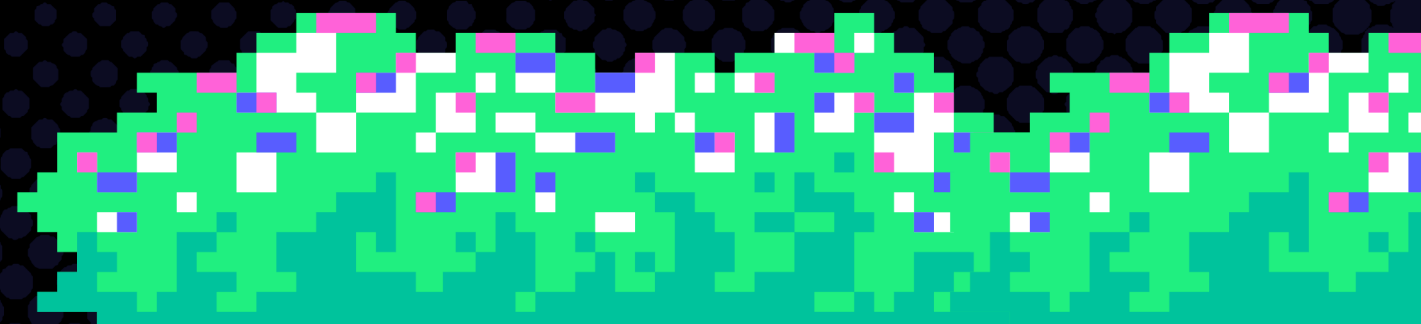
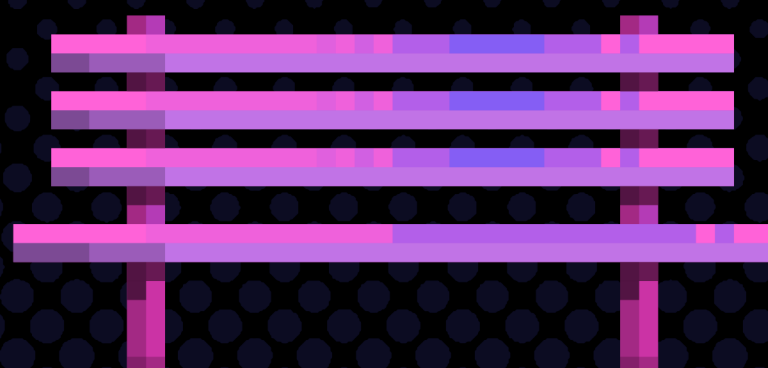


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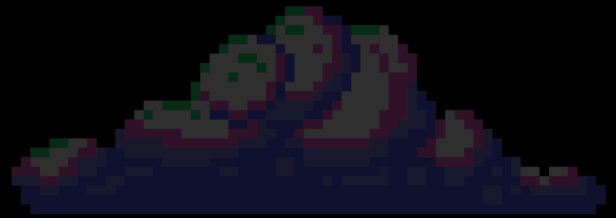


THANK YOU!

YOU CAN FIND OUT MORE
INFORMATION ON MY WEBSITE -
WWW.CIARANLYNCH.COM
OR CONNECT WITH ME ON
LINKEDIN!



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QUESTIONS?

