

7. Bowden R. Teaching English for Sustainable Development. English Teaching Forum. 2010. Vol. 48 (2). P. 16–21.

Тарасюк Юлія

*здобувач першого рівня вищої освіти,
Волинський національний університет імені Лесі Українки
Науковий керівник: Гордієнко Юлія,
кандидат педагогічних наук, доцент кафедри практики англійської мови*

GAMIFICATION IN TEACHING ENGLISH TO ADOLESCENTS

These days, gamification is gaining a lot of attention in the field of education, especially in teaching English as a foreign language. Many adolescent learners find it hard to stay concentrated and motivated while studying and face difficulties in remembering new vocabulary or grammar rules. Therefore, modern educators are eager to find new effective approaches to enhance and facilitate the learning process and improve learning outcomes. Gamification is one way to make students more active, involved, and motivated. The aim of this study is to understand how digital games and competitive elements influence students' interest, engagement, and knowledge retention.

According to Self-Determination Theory, developed by Edward Deci and Richard Ryan, learners' motivation increases when the needs for autonomy, competence, and relatedness are satisfied. Gamification is the use of game elements such as points, leaderboards, levels, badges, rewards, etc., as a system for motivating students in the educational process. It makes learning more enjoyable and engaging.

Several studies indicate that gamification has a significant influence on the level of adolescent learners' motivation. For example, Putri Fachri Aulia Fatah explains that students in a gamified setting show increased engagement, which is manifested in initiating interactions, seeking challenges embedded in educational activities, and even the ability to maintain focus for longer periods. She highlighted such elements as the "fun factor," competition, and recognition of achievements as the biggest motivators for learners [1, p. 311].

However, some participants noted that game elements can sometimes shift the focus from studying toward earning rewards and may distract from deep cognitive engagement. In addition, it is important to maintain healthy and balanced competition in order to avoid stress and pressure among learners and to sustain a friendly learning environment [1, p. 312].

Modern research demonstrates that rational and effective ways of designing gamified learning can not only help learners acquire a new language but also build further skills such as trust, strategy, and social involvement. Studies highlight that gamification is an effective tool for overcoming motivational barriers in learning, as it adds an element of play and engagement to the educational process. Scientists have proposed a special model (GNPL), which includes principles such as goal setting and

reflection, novice-expert interaction, motivation through achievement, and learning narratives.

Ratinho Elias indicated that even though gamification shows a significant increase in students' motivation and learning outcomes at the beginning, the results of long-term use tend to decrease. His experiments showed that when the novelty effect disappears, students may lose interest in gamification. Ratinho E. also mentioned his earlier research, which concluded that gamification was beneficial only in the short term [2, p. 2–3].

Al-Khresheh M. reviewed the cognitive benefits of gamification for working memory and attention. His research proved that gamifying the learning process can reduce language learning anxiety and manage cognitive load, which complicates vocabulary learning, speaking, and listening. Additionally, this method utilizes verbal and visual elements together with graphical components, which significantly improves memory retention and learning performance [3, p. 6–11].

The use of gaming elements like scores, rewards, leaderboards, and challenges also enhances vocabulary retention. While traditional methods rely on plain memorization, which can be draining and ineffective for adolescent learners, gamification focuses on repetition and the use of vocabulary in fun, simulated situations. This turns the learning process into a diverse and engaging experience. According to many studies, this approach strengthens word associations and improves long-term recall.

Suharat Laksanasut analyzed popular gaming platforms like Duolingo, Kahoot!, and Classcraft to reveal the main benefits of gamification. The article notes that gamification is an effective tool for learning vocabulary and grammar, as it combines repetition, active practice, and motivational mechanisms. In particular, the use of spaced repetition systems, game tasks, and rewards contributes to better memorization of language units and the consolidation of grammatical structures through regular practice and feedback. Studies show that students who learn using gamified tools demonstrate better results in vocabulary and grammar acquisition compared to traditional methods, as game elements increase engagement, stimulate cognitive activity, and provide immediate error correction, contributing to the development of accurate language skills [4, p.19–20].

However, Namaziandost E. and Çakmak F. identified some gaps and disadvantages of gamified learning methods. While competitive elements evoke enthusiasm and motivation in some students, for others they can cause anxiety, pressure, and jealousy. Additionally, some gamified approaches lack contextual depth and may vary in effectiveness depending on learners' personalities [5, p. 8].

They also compared gamification with other innovative approaches, particularly AI-generated storytelling, and discovered that although gamification shows better results than traditional methods, it is less effective than the aforementioned storytelling approach [5 p. 7].

Overall, research shows that gamification has a positive influence on both the learning process and its outcomes. A large number of studies confirm that integrating game elements into the learning process increases motivation, autonomy, and

participation, and makes adolescent learners feel more engaged and interested. In terms of learning English as a foreign language, gamification can improve vocabulary and grammar retention through the involvement of multiple senses, repetition, and interactive tasks, which strengthen memory processes. At the same time, the effectiveness of gamification depends on its proper implementation. It is important to maintain a healthy and friendly learning environment and to keep a balance between deep cognitive activity and gamified elements.

Thus, gamification is considered a powerful innovative method that enhances learning outcomes and makes language learning more engaging and effective for adolescent learners.

REFERENCES:

1. Fatah P. F. The Effectiveness of Gamification in Enhancing English Language Learning Outcomes. *Jurnal Pendidikan dan Sastra Inggris*. 2025. Vol. 5, No. 2. P. 304–320. URL: https://www.researchgate.net/publication/392909831_The_Effectiveness_of_Gamification_in_Enhancing_English_Language_Learning_Outcomes
2. Khosrawi-Rad, B. (2025). Promoting students' motivation in language education with gamified pedagogical conversational agents. *Computers & Education* Volume 238, December 2025 DOI: <https://doi.org/10.1016/j.compedu.2025.105374>
3. Al-Khresheh, M. (2025). Cognitive and motivational benefits of gamification. *The Open Psychology Journal*. 10 Mar. 2025 URL: <https://openpsychologyjournal.com/VOLUME/18/ELOCATOR/e18743501359379/FULLTEXT/>
4. Laksanasut S. Gamification in ESL/EFL Education: Transforming Language Learning and Teaching Through Play // *TESOL and Technology Studies*. 2025. Vol. 6, Issue 1. P. 16–29. DOI: 10.48185/tts.v6i1.1562. URL: <https://www.sabapub.com/index.php/tts/article/view/1562>
5. Namaziandost E., Çakmak F. Impact of AI-generated storytelling vs. gamified learning on vocabulary retention and engagement in CALL environments // *Computers and Education: Artificial Intelligence*. 2025. Article 100505. DOI: <https://doi.org/10.1016/j.caeai.2025.100505>

Федорчук Вікторія

здобувач другого рівня вищої освіти,

Тернопільський національний педагогічний університет імені Володимира Гнатюка

Науковий керівник: Дацків О. П., кандидат педагогічних наук,

доцент кафедри англійської філології та методики навчання англійської мови

ЦИФРОВІ ЗАСТОСУНКИ ДЛЯ ФОРМУВАННЯ ВМІНЬ АУДІЮВАННЯ УЧНІВ 10 КЛАСУ

Аудіювання є одним з найважливіших мовленнєвих умінь, поряд із говорінням, читанням і письмом. В умовах сучасного закладу загальної середньої освіти учні 10 класу повинні вміти розуміти основну інформацію з