

## Micro-Paper 47: *Gamification*

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### Defining the Term

The study of Gamification seeks to understand gaming as something more than just a method of momentary entertainment. It is the possibility of seeing games as a method of learning and teaching something in the modern day and context. Since gaming is a widely popular activity, it is very easy to attract people's attention. Once they are engaged, it will be very easy to implement the game as a learning tool as the motivation step has been accomplished.

It is very important to realize that games cannot provide gamification by themselves. In the process of gamification, the person in charge of directing the activity should understand the game beforehand and realize which parts of the game can be useful for the lesson. These games perhaps were not conceived with this purpose but the art of gamification is to research and give it this kind of use in certain circumstances. This process is different to what "learning games" do, because these were meant from the very beginning of their development to teach something.

In order to develop a well-done assessment of a game and create a productive way to use this assessment in the learning activity, there must be kept into account some specific thing that characterizes gamification. First of all, students should remember the information that has been presented to them. This is necessary when learning, especially when it comes to languages and literacy, as the capacity of retention is the most necessary skill in these scenarios.

Other important thing that characterizes gamification is that, when students are learning, they may not feel information overload and stress. The portions of the game in which they participate provide specific information to move on. While it is true that there are games that overwhelm the player with loads of information, it is necessary to remember that the director of this activity must have full knowledge of what should be played.

### Connecting it to LSLP

At LSLP, our research on [gaming literacies](#) analyzes the current and future trend for literacy practices through specific methods. In the case of gaming, gamification proves to be an interesting and engaging alternative to the "learning games" that do the work by themselves. Understanding how gamification is done, practicing with it and digging deeper into the things that make it different to other methods for language learning and acquisition should enrich the knowledge base of the project.

It is important to note that just like video games are created with inspirations in real-life things, Gamification is an event that causes in the player certain reactions, and these actions can further advance the acquisition of literacy strategies.

### Expanding Second Language Research

A vast amount of games can be played on multiple languages. Interacting with other languages while paying careful attention should help the student acquire concepts from it. It is worth discussing the implications certain things could have on the student process and develop new strategies to work things out well.

Gamification as a process can heavily upgrade the known methods to get acquainted with languages. It heavily depends on, and because of that seeks to maintain, motivation. A well applied prospect of gamification can be a rewarding experience for the player inside and outside the game.

### References

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