

# A Study on the Effects of Gamification Teaching on the Learning Performance and Interest of English Learners in Higher Education



Jing Yang<sup>1,\*</sup>

<sup>1</sup>*Philippine Women's University, Manila, Philippines*

**Abstract:** With the development of educational technology and the renewal of educational philosophy, gamified teaching has become a highly regarded teaching method. Based on the elements and mechanisms of games, gamified teaching stimulates students' learning motivation and learning engagement by creating a fun, interactive, and challenging learning environment. In higher-level English learning, gamified teaching provides students with a new way of learning, enabling them to explore and apply their knowledge in a relaxed and enjoyable atmosphere, and improving their learning performance. The article focuses on the impact of gamified teaching on the learning performance and interest of higher vocational English learners and the strategies to improve them, which is expected to provide some reference and inspiration for educators.

**Keywords:** game-based teaching; higher vocational English; learning achievement; learning interest

## Introduction:

In today's information-based society, higher-level English learners face the dual pursuit of English learning achievement and learning interest. To enhance their learning effect and stimulate their learning interest, game-based teaching is gradually gaining attention as an innovative educational model. Traditional teaching methods tend to focus on imparting knowledge and lack sufficient interactivity and fun, which makes it difficult to stimulate students' learning enthusiasm and motivation, while game-based teaching creates a learning environment full of fun and challenges by integrating game elements into teaching and learning with context setting, task design, and reward mechanism, which can make students participate in learning more active and improve their learning motivation and learning effect.

## 1. Effects of gamified teaching on the learning performance of higher vocational English learners

**Corresponding Author:** Jing Yang

Philippine Women's University, Manila, Philippines

Email: [309882865@qq.com](mailto:309882865@qq.com)

©The Author(s) 2023. Published by BON VIEW PUBLISHING PTE. LTD. This is an open access article under the CC BY

License(<https://creativecommons.org/licenses/by/4.0/>).

## 1.1 Helping students accomplish basic course objectives

Gamified teaching uses diverse game elements, such as levels, rewards, and leaderboards, which can attract students' attention and motivate them to participate, and students can experience the joy of success and a sense of accomplishment in the game so that they can learn English more actively and effectively, achieve their course goals, and get good grades (Qian, 2021). Game-based instruction can provide personalized learning paths and content based on students' performance and needs, and help students understand their learning progress and deficiencies through adaptive feedback in the game so that they can adjust their learning methods and strategies.

## 1.2 Guiding students to master the methods of learning English

Gamification teaching creates diverse learning experiences through contextual settings and task design, and students enhance their memory and knowledge acquisition ability through practical

problem-solving and task completion. Gamification emphasizes students' communication and practice in applying English in authentic contexts, which enhances students' oral expression, listening comprehension, and writing and reading skills (Yang & An, 2019). Gamified teaching is often equipped with rich learning resources and tools, such as online dictionaries and learning software so that students can get the learning help they need whenever they need it, which helps them better understand and memorize English knowledge, master the methods and skills of English learning, and improve their English performance.

### 1.3 Enhancing Students' Motivation and Participation in English Learning

By completing tasks, reaching goals, or reaping rewards in games, students can gain a sense of satisfaction and accomplishment, which increases their interest and engagement in learning and improves their learning efficiency and academic performance. Gamified teaching creates a virtual game situation in which students can role-play or take risks. Such a situation setting can stimulate students' curiosity and desire to explore, making them more actively involved in learning and enhancing their motivation to learn. Through multimedia elements such as images, animations, and sounds, game-based teaching can make the learning process more vivid and interesting, and increase students' participation and engagement in learning.

## 2. The influence of gamification teaching on the learning interest of higher vocational English learners

### 2.1 Cultivate students' subjective initiative

Gamification teaching focuses on giving students the right to choose their learning. Students can choose the learning tasks or learning paths suitable for them according to their own learning pace and ability level, and this independent choice stimulates students' independent learning ability and self-regulation ability so that they can better adjust their learning strategies and methods and further improve their learning efficiency. In the game,

students need to think, explore and solve various problems independently, which cultivates students' independent learning ability and creative thinking abilities and guides them to establish a positive learning attitude and continuously pursue the improvement of knowledge and skills.

### 2.2 Meet the psychological characteristics of higher vocational students

They are more interested in new, exciting, and challenging learning methods. Game-based teaching can attract students' attention and active participation by designing interesting, interactive, and diversified activities, which is in line with the psychological characteristics of higher vocational students who pursue novelty, activity, and creativity. After completing tasks or solving problems in the game, students can immediately get feedback and rewards and feel the joy of success. This immediate feedback and sense of achievement can stimulate higher vocational students' learning motivation and enhance their positive emotions toward learning (Wang, 2019).

## 3. Strategies to enhance the impact of game-oriented teaching on higher vocational English learners' learning performance and learning interest

### 3.1 Play-oriented teaching

By creating a contextualized learning environment, repertoire-oriented teaching puts students in a specific drama situation, and students play different roles and practice language expressions when they participate in the creation and interpretation of plays, thus deepening their understanding and application of English knowledge. Play-oriented teaching focuses on developing students' oral expression skills, and students can practice their spoken language and improve the accuracy and confidence of their voice intonation through dialogue and interaction with the characters in the play (Zhao, 2019). In repertoire-oriented teaching, students need to participate in the creation, rehearsal, and performance of the play with other students and work together to solve the problems and

challenges in the play, which can improve students' communication skills, collaboration skills, and team consciousness. Play-oriented teaching focuses on applying learning to practice, and students directly transform from passive learning to independent learning and practice by applying their learned English knowledge and skills to practical situations, which enhances the effectiveness and practicality of learning (Li, 2022).

### 3.2 Using modern teaching software to assist teaching

Modern teaching software provides many interesting and interactive learning tools and resources, such as English Fun Dubbing, Super Star Learning Pass, Hundred Words, etc. English Fun Dubbing is a teaching software that focuses on oral expression. It helps students improve their oral expression skills by providing dubbing practice for various role dialogues and situational dialogues. Students can choose different dialogue scenarios, record dubbing according to the roles, and conduct self-assessment and feedback, and this interactive learning method stimulates students' interest and participation and improves the accuracy and fluency of oral expression. SuperStar Learning is a comprehensive online learning platform that provides rich learning resources. Through SuperStar Learning, students can participate in a variety of learning activities such as online courses, class discussions, online exams, etc. Meanwhile, SuperStar Learning supports a variety of interactive forms, such as online Q&A, group cooperation, and real-time feedback, which can effectively stimulate students' learning initiatives, and students can learn and master English knowledge independently according to their learning progress. Students can learn and master English knowledge independently according to their learning progress and needs (Shi & Zhang, 2021). Students can do vocabulary training through the modes of vocabulary breaking, word memorization, contextual learning, etc. At the same time, Hundred Word Chop also provides auxiliary tools for vocabulary memorization and review, which can help students better consolidate the vocabulary they have learned.

### 3.3 Develop game content suitable for English classroom

The "Yes or No" game is a game that allows students to guess things, places, or people by asking and answering questions. The teacher can prepare some cards with the name of a thing, place, or person on each card, and then one student can pick up a card and other students can ask him/her some questions that the student can only answer "yes" or "no" to guess the content of the card. What is on the card? For example, if a student picks up a card that says "Eiffel Tower," other students can ask, "Is it a location?" The student can answer "yes" to this question. Through this game, students can deepen their understanding of vocabulary and grammar.

The "Act and Guess" game involves role-playing to express and guess words, phrases, or sentences. The teacher can prepare some cards with words, phrases, or sentences on them, and the students will pick up the cards and show the contents of the cards through actions and expressions, while other students will guess what the students are saying. For example, if the card has "I'm hungry" written on it, the student can make the action of touching his stomach to make the other students guess that he is hungry. Through this game, students can practice their verbal skills, observation skills, and teamwork skills.

"Word Chain" is a game that enhances students' vocabulary and sentence construction skills by combining words into sentences. Teachers can start with a specific topic, such as food, and arrange for the first student to say the word, "apple," and the next student to say a related word starting with the last letter of the previous word, such as "egg," followed by The next student has to say a related word starting with the last letter of the previous word, such as "egg", and then the next student starts with "egg" and says "grape", and so on. This game stimulates students' creativity and associative skills and helps them reinforce and review their English vocabulary.

"Picture Dictation" is a game to improve students' listening and describing skills through drawing and describing. The teacher can choose a

picture and describe it to the students in a verbal way, and the students need to draw what they hear based on the description. This game helps students develop their listening skills and listening habits.

"Vocabulary Bingo" is a game that reinforces students' vocabulary mastery by filling in a nine-box grid. The teacher can prepare a nine-box game board, fill the boxes with different vocabulary words randomly, and prepare game cards for the students with a grid of the same vocabulary words as in the game board. The teacher reads out a vocabulary word and students need to find the corresponding word on their game cards and mark it. When students complete a row or column, they can call out "Bingo". This game helps students to consolidate their vocabulary memory and improve their auditory attention.

#### **4. Using gamification to assign homework**

Teachers can design homework assignments as tasks that are challenging to stimulate students' learning motivation. For example, they can design maze questions, puzzle-solving questions, or puzzles that require students to use their learned English knowledge and skills to solve problems, which can stimulate students' thinking ability and creativity and explore their learning potential. In the assignment setting, teachers can use multimedia resources to increase interest, such as using multimedia forms such as audio, video, and images to present the assignment content, so that students can get more sensory stimulation and audiovisual experience in the process of completing the assignment (Xue, 2020), which can improve students' self-awareness and initiative in learning and motivate them to understand and apply the English knowledge they have learned more deeply. Using information technology to provide real-time feedback during students' homework completion, for example, through online learning platforms or applications, students can immediately get information about their grades, correct or incorrect answers, progress, etc. This real-time feedback can help students adjust their

learning strategies in time and improve the quality of homework completion.

#### **5. Scientific evaluation and reward**

For the activities and tasks of game-based teaching, teachers can adopt diverse assessment methods. In addition to traditional written and oral assessments, they can also combine students' performance and achievements in the game with observation assessments, group discussion assessments, task completion assessments, etc. Through diverse assessment methods, teachers can have a more comprehensive understanding of students' learning and ability performance. Teachers can also encourage students to evaluate and summarize their performance after the game activities, analyze their strengths and weaknesses, and make improvement plans. Such self-evaluation and reflection help students better understand their learning situation and find effective ways to improve their learning performance. In gamified teaching, timely feedback and guidance are very important for students learning growth. Teachers can give positive feedback and specific guidance according to student's performance to help students understand and correct their mistakes and further improve their learning performance (Lin, 2019), and at the same time, teachers can encourage students to share their learning experiences and tips to promote mutual learning communication and growth. The reward mechanism in gamified teaching can stimulate students' learning interest and enthusiasm. Teachers can design some small rewards, such as game points, game levels, and learning badges, as recognition and incentives for students' achievements in the game process, and these rewards can stimulate students' competitive consciousness and motivate them to participate in learning activities more diligently and improve their learning effects. In addition, teachers can also set rewards and challenges in stages, for example, by setting up different game levels or tasks, and students can get corresponding rewards or unlock more advanced challenges after completing

each stage, such settings can stimulate students' lasting learning motivation.

## 6. Conclusion

Game-based teaching has a positive impact on the academic performance and learning interest of higher-level English learners. Gamified instruction helps students accomplish basic course objectives, instructs them in ways to learn English, and increases their motivation and engagement in learning. At the same time, game-based teaching is in line with the psychological characteristics of higher vocational students, which can stimulate students' emotional engagement and positive experience and is more easily accepted by them. When designing and implementing game-based teaching, teachers need to make reasonable choices and adjustments according to students' characteristics and actual situations to ensure the consistency of game-based teaching with course objectives and the effectiveness of teaching content. In addition, teachers should also keep exploring the best practices and methods of evaluating the effects of game-based teaching to continuously improve the quality and efficiency of game-based teaching.

## Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

## References

- Qian, W. (2021). Exploring the application of gamification teaching mode in higher vocational English courses--Wisdom education as a perspective. *Modern Communication*, No.558(16), 166–168.
- Yang, H., & An, L. (2019). The design and application of “gamification” teaching of english listening in colleges and universities. *Science and Technology Information*, 17(27).120,122.
- Wang, J. (2019). The " game teaching" in the higher vocational English classroom. *Curriculum Education Research*, 2019(11), 109.
- Zhao, Q. (2019). The use of scenario teaching method in higher vocational English teaching . *Campus English*, No.471(31), 62.
- Li, C. Y. (2022). The practice and application of gamification teaching in higher vocational English teaching . *Journal of Jiangxi Electric Power Vocational Technology College*, 35(08), 54–56, 59.
- Shi, C., & Zhang, H. (2021). Research on improving higher vocational students' interest in English learning under the background of internet+. *China Educational Technology Equipment*, No.507 121-122,125.
- Xue, J. (2020). How to use games to carry out English classroom teaching in higher education. *Campus English*, No.544(52), 43–44.
- Lin, Y. (2019). The innovation of “preschool English game design” in higher education from the perspective of multiple intelligences. *Innovation and Entrepreneurship Theory and Practice*, 02(03), 40–42.

**How to Cite:** Yang, J. (2023). A Study on the Effects of Gamification Teaching on the Learning Performance and Interest of English Learners in Higher Education. *Contemporary Education and Teaching Research*, 04(06), 273-277.  
<https://doi.org/10.47852/bonviewCETR232011470603>