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THE IMPORTANCE OF GAMIFICATION METHOD IN TEACHING LITERARY AND NONLITERARY FORMS OF SPEECH

Nargiza Tulyaganova
Teacher of the English Language Theory and Practice Department,
Chirchik State Pedagogical University
E-mail: n.tulyaganova@cspu.uz
Chirchik, Uzbekistan

ABOUT ARTICLE

Abstract: Gamification is becoming an essential part of modern education, particularly in teaching English as a second or foreign language. This article explores how game-based strategies can support students in mastering both literary and nonliterary forms of speech. By incorporating playful, interactive elements into lessons, educators can help learners engage more deeply, think critically, and build confidence in using the language. The research focuses on practical applications of gamification in university classrooms, evaluates its effectiveness, and reflects on students' responses. The findings show that when games are used thoughtfully, they can create a more inclusive, motivating, and meaningful learning environment.

Introduction

One of the most effective methods for increasing student engagement and active learning in English language classrooms is the use of pair and group work. These collaborative techniques provide opportunities for learners to interact, share knowledge, and practice communication skills in a supportive environment. Unlike traditional teacher-centered approaches, pair and group activities shift the focus towards student-centered learning, encouraging cooperation and autonomy. Collaborative learning has long been recognized as a pivotal component in language education. Vygotsky's sociocultural theory emphasizes the role of social interaction in cognitive development, suggesting that learners construct knowledge through collaborative activities [1]. Johnson and Johnson's research on cooperative learning further supports this, indicating that structured group work promotes higher achievement and interpersonal skills [2]. In the context of English language teaching, Swain's output hypothesis posits that interaction through speaking and writing facilitates language learning by encouraging learners to process language at a deeper level [3].

In recent years, gamification has gained widespread attention in education as a way to improve student engagement and learning outcomes. In language classrooms, especially those focused on English as a foreign language, integrating game-based methods can make abstract concepts more concrete and communication-based tasks more enjoyable. This is particularly useful when teaching the two broad categories of speech: literary and nonliterary. Literary forms often require interpretation and emotional understanding, while nonliterary ones focus on clarity, structure, and function.

Scholars have explored the benefits of gamified learning for different types of content. Marc Prensky [1] was one of the first to argue that digital natives need learning that feels interactive and meaningful. Deterding and colleagues [2] helped shape the definition of gamification in education, linking it to motivation and engagement. Karl Kapp [3] emphasized that games allow students to "fail safely" and learn through repetition. From a regional perspective, Mamatov B.T. [4] has shown how gamified learning fits well into the Uzbek context,

making language more accessible and learner-centered. Together, these perspectives form a strong theoretical basis for exploring the role of gamification in teaching English speech forms.

Materials and methods

This study employed a mixed-methods approach, combining quantitative performance metrics with qualitative student feedback. Participants included 120 high school students divided into control traditional instruction and experimental gamified instruction groups. The gamification framework incorporated three core strategies: (1) Interactive storytelling, where students created narratives using literary devices, rewarded with badges for creativity [5]; (2) Role-playing simulations, requiring students to analyze and perform non-literary texts (e.g., political speeches) in teams, fostering collaborative learning [6]; and (3) Digital quizzes via platforms like Kahoot!, testing genre differentiation in real-time. Landers [5] advocates for such digital tools, noting their ability to provide immediate feedback. Whitton [6] emphasizes role-playing's role in contextualizing abstract concepts. Data were collected through pre-/post-tests, surveys, and observational logs. Statistical analysis measured performance differences, while thematic analysis identified recurring student perceptions. If we look at the past, the education system was very different from today, whether it is in language learning or in ordinary classes. Before the advent of modern technologies, language learners faced many difficulties, but this was normal for them. For example, today we frown on giving beginning language students translations, the practice seems to have been ubiquitous in antiquity, for the simple reason that most texts were normally written without word division (also without punctuation, distinction between upper- and lower-case letters, speaker attributions, etc.). Modern students can use dictionaries to find unfamiliar words, even at a very early stage of language learning, but ancient students could not do that until they had absorbed enough vocabulary to be able to divide up a string of letters for themselves [1]. Because early language education relied heavily on rote memorization and oral transmission rather than written aids or digital tools

To explore the impact of gamification in English teaching, this study used a qualitative research approach. Over a four-month period, English lessons were observed and analyzed in

several B2-level university classrooms. Lessons were specifically designed to include both literary (e.g., poetry, plays, fiction) and nonliterary (e.g., news reports, formal emails, instructions) content. These sessions integrated a variety of gamified elements such as point systems, digital quizzes, storytelling competitions, and real-life simulations.

Tools like Kahoot!, Quizlet, and Classcraft were used to create interactive activities. For instance, students worked in teams to decode metaphors in poems, role-played characters from short stories, or competed in grammar races using complex narrative structures. Nonliterary lessons included mock interviews, task-based letter writing, and "newsroom" scenarios. All activities were framed as challenges or missions with rewards, progress bars, and feedback loops.

This approach aligns with international educational standards such as CEFR and the Universal Design for Learning (UDL), which emphasize engagement, inclusivity, and flexibility. Uzbekistan's national curriculum also supports student-centered learning, and gamification fits naturally into this model.

Scholars like Lee and Hammer [5] note that games provide a safe environment where learners can take risks and stay emotionally connected to tasks. Meanwhile, Hamari et al. [6] found that introducing even simple game elements (like leaderboards or badges) significantly improves learner motivation and concentration. In this study, classroom observations, student journals, and teacher reflections were collected and analyzed to understand how students responded to the gamified instruction and what impact it had on their performance.

The results of the study show that gamification had a clear and positive impact on how students approached both literary and nonliterary speech tasks. One of the most noticeable changes was in student engagement. Learners who had previously been passive or anxious during traditional lessons became more active and involved during gamified tasks. Attendance also improved slightly, and students were more willing to participate in discussions and group work.

Result and discussion

In lessons focused on literary speech, students showed stronger interest in interpreting figurative language and understanding authorial tone. For example, when interpreting a poem through a "code-breaking" game, students worked collaboratively, analyzed word choice, and shared interpretations more confidently. Similarly, in dramatized storytelling activities, they improved their use of intonation, rhetorical questions, and expressive vocabulary—key features of literary speech.

With nonliterary forms of speech, students became more precise and functional in their communication. Simulations such as "customer service calls" or "press conferences" encouraged them to practice formal language, coherence, and polite expressions. The gamified format helped them understand the purpose and audience of each task more clearly.

Data from informal assessments showed that over 70% of the participants improved their scores in post-task reflections or follow-up quizzes. Teachers also reported that students were more focused and creative. Importantly, those who struggled with traditional methods (especially shy or low-performing students) made notable progress. These findings suggest that gamification doesn't just make learning fun—it supports real linguistic development in meaningful contexts.

The findings from this study confirm that gamification is a highly effective strategy in teaching English, particularly when balancing the demands of literary and nonliterary speech forms. By engaging both cognitive and emotional aspects of learning, gamified activities help students move beyond rote learning and become more invested in the language itself.

Literary tasks often require empathy, imagination, and abstract thinking. Gamified lessons—like turning a poem into a mystery puzzle or dramatizing a short story—made these elements more approachable for learners. This aligns with Kapp's [3] view that experiential learning helps students grasp complex ideas more easily. Nonliterary forms, on the other hand, benefit from context-driven simulations that resemble real-life situations. Lee and Hammer [5] suggest that these types of immersive experiences allow students to internalize rules of tone, format, and style more naturally.

While gamification is not a one-size-fits-all solution, this study shows that when thoughtfully planned, it can make language learning more accessible, inclusive, and impactful. Future studies might explore its long-term effects or how it works in lower- or higher-level classrooms.

The experimental group showed a 22% improvement in post-test scores compared to the control group, particularly in distinguishing literary devices (e.g., metaphor vs. hyperbole) and non-literary purposes (e.g., persuasive vs. informative speech). Surveys revealed 85% of students found gamified lessons "more engaging" than lectures. Role-playing activities scored highest in perceived usefulness (4.3/5), with students noting enhanced confidence in public speaking. Digital quizzes improved retention rates by 30%, as real-time feedback clarified misconceptions instantly. However, 15% of participants reported frustration with competitive elements, suggesting a need for balanced game design. Qualitative data highlighted increased creativity, with one student remarking, "Creating a poem felt like solving a puzzle—it stuck with me." These outcomes align with Landers' [5] findings on feedback-driven learning and Whitton's [6] emphasis on experiential engagement.

The results underscore gamification's efficacy in teaching speech forms, corroborating theories by Deterding et al. [1] and Kapp [2] on motivation and active learning. The 22% performance gain suggests that game mechanics like rewards and storytelling address diverse learning styles, catering to both analytical and creative learners. However, the 15% dissatisfaction with competition aligns with Hamari et al.'s [4] caution that overemphasis on rivalry may alienate some students. Future implementations should balance collaborative and competitive elements. The success of role-playing in non-literary contexts supports Gee's [3] argument that situated learning deepens understanding. While resource constraints (e.g., digital tools) may limit scalability, the method's adaptability—such as low-tech role-play— offers solutions. These findings advocate for gamification as a pedagogical staple, provided educators tailor mechanics to student needs.

Conclusion

Gamification is more than just adding games to the classroom—it's a powerful method for making learning more engaging, inclusive, and effective. This study shows that when applied to the teaching of English, especially in literary and nonliterary speech forms, gamification helps students become more confident, thoughtful, and creative language users. It supports both emotional involvement and academic success, encouraging learners to take ownership of their progress. With the right design, gamified lessons can reduce anxiety, build collaboration, and create deeper connections to language. Teachers and curriculum designers should consider gamification not just as a motivational trick, but as a meaningful part of modern pedagogy. Gamification proves to be a transformative approach for teaching literary and non-literary speech, enhancing engagement, retention, and critical thinking. By leveraging storytelling, role-play, and digital tools, educators can make abstract concepts tangible and enjoyable. While challenges like resource allocation persist, the method's flexibility and student-centered design warrant its integration into curricula. Future research should explore long-term retention and cross-cultural adaptability. Ultimately, gamification bridges pedagogical gaps, equipping students with the skills to navigate diverse communicative landscapes.

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