USING GAMIFICATION TO ENHANCE SECOND LANGUAGE LEARNING

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TheuseofGamificationineducationalsettingstowardL2learninginvolvespedagogical approaches,methodologies,andstrategies.Allofthesearepartofthetransitionmadeby language learning instruction throughout generations. Several motivational strategies and approaches used in traditional pedagogy are also part of this transition. Including Behaviorism, Cognitivist approaches, along with social interaction and sociocultural theories.

As the 21st century moves forward, the field of second language learning and instruction has become more technology oriented. This adjustment in the teaching strategies is in accordance with the learners the educators are receiving in their classroom. Plenty of second language (L2) learners are part of a generation that Prensky (2001) describe as "Digital Natives". These learners process the information different and the educational system does not fit their needs. In addition more learners are aware of the benefits of the Internet and the strength of Connectivism as explained by Seimens (2005), where knowledge resides outside nodes of specialized information. At one point ComputerAssistedLanguageLearning(CALL)wasinstrumentalconnectingwith theL2learner, also the integration of Web 2.0 move the L2 learning process away from the typical classroom setting. Both technology oriented strategies fit their purposes and where successful. But none of these two strategies worked directly with the psychological aspect of motivation. Brown (1994)sees motivation as a necessary personality factor that the learner needs in order to acquire a L2.

Current L2 educators are well aware of the strategies suited for this time and that enhances motivation and engages learners in acquiring L2. From all the strategies that exist, Gamification is one that constantly promotes motivation. According to Werbach and Hunter (2012), is the use of game elements and game design techniques in non-game contexts In addition it deals with the two clusters of Intrinsic and Extrinsic motivation, which are necessary in the L2 learning experience. It also adapts to motivational work conducted in the field of L2 by Gardner and Lambert (1972),which mentions Instrumental and Integrative motivation, and Graham (1984) distinction of

Assimilative motivation. In addition, research has found Educational Gamification in L2 learning is basically new but it success in other disciplines made it adaptable to the objectives towards the development second language acquisition (SLA) in learners.

WhatisGamification?

The concept of Gamification is basically new, and according to Werbach and Hunter (2012), is the use of game elements andgame design techniques in non-game contexts. It is basedin the success of the gaming industry, social media, and decades of research in human psychology. Basically, any task, assignment, process or theoretical context can be gamified.

The main objectives focuses on increasing the participation of a person, which most of the time is called or mentioned as an "user", and motivate him/her by incorporating game elements and techniques, like leaderboards and immediate feedback. This creates in the users a sense of empowerment   andengagement inthewaytheyworkthruprocessesandachievetasks. In addition, understanding the basic concepts of the games becomes essential at the time of delineating and using Gamification as strategy. But even before thinking about the motivational aspects that this concept provides, is necessary to re-visit the four components of the definition which are: games, elements, design and non-game contexts.

Inconclusion,itcanbeestablishedthattheuseofGamificationinL2learningc ontributes positivelytothelearningexperiencebasedontheinformationpresented.Atthesam etime learning interventions need to be taken with precaution. Gamification helps the L2 learner in plenty of personality factors. In addition the learner moves forward from an introverted mode of shyness and more motivated based on positive feedback and the game elements used. Gamifying the L2 classroom enhances the learning of writing, reading, and speaking and motivates collaboration and interaction. Through Gamification the educator is able to create meaningful experiences that will move away from just a game thinking mentality to a techno-constructivist mentality. To achieve success with Gamification in L2 learning the objectives and goals need to be aligned and have formal assessment criteria. According to Fogg (2009), by selecting the proper tools positivechanges in behavior will happen. There are still plenty of challenges in the L2 classroom, and by understanding the importance of Gamification in L2 learning they will be confronted with initiatives where students will be in charge of their own learning. Finally, how L2 learners work with intrinsic motivation is another challenge. Most of all, when extrinsic motivation through the use of reward systems could interfere with the main learning objectives and instead of enhancing motivation create a stage of boredom that could limit leaning the target language.   There's   still   plenty   of researchtobedoneinthefieldofGamificationandSecondLanguageLearninginor

dertohave enough empiric evidence to sustain a theory. But as the article explained, by combiningGamification along with some of the new technology trends and L2 approaches and strategies, the L2 learner and becoming motivated is a strong possibility.

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