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		(CONTENT	•		
SECTION A: LAN Pragmatic Analysis of Abdul, Mohammed	of Tones and	d Ton	ial Patterns in	ı Igala Language	1	
Process Choice Inauguration Spee Mohammed Maiki y	ch			Muhammadu i Oziti	Buhari's	2015 2
Quantifiers in Engli Maria-Helen Ekah,					20	5
A Multimodal Disco Cartoons Umar Uba Abubal Nguhemen Jebe-	kar, Ph.D., I					-
Critical Discourse Speech Hauwa Giwa-Ali,	-	Per	suasion in D	onald Trump's	2024 Victo 6	
Political Discourse President Godswil Ahmad Musa Sale	ll Akpabio				Nigeria's Se	
Rethinking Social Abaya, Henry De		ism v	within and A	fter Covid-19 P	andemic 8	4
Irregularities In Th Pedagogical Attent Cecilia Folasade O	ion in ESL (Class	rooms			05
An Analysis of Lexic Inauguration Speed Muazu Hassan and	ch			rnor Ahmadu Fi		21
Non-observance o Play – Harvest of (Abdulkadir Adam	Corruption		_		J	in the 40
The Morphology of Amina Salisu Aliy Jarafu Jawur			_	_	.D and Jar	nes 53
Impact of Gamificat Secondary School I					n among Pr	ivate



169

Adedokun, James Adekunle and Olabode, Adeyinka Ayoola, Ph.D



The Expansionist Approach to the Teaching of the English Grammatical	
Categories: Examples with the Naming Category Khabyr Fasasi	187
Digital Media Learning and Postmodernist Classroom Innovations in Nig Universities	erian
Maggai Tsokwa and Fatima Inuwa	201
The Pronunciation of the New English Native Speakers in Nigeria Ngor, Cornelius Iko-awaji	210
Lexico-Semantic Analysis of ASUU-FGN Impasse In Nigerian Newspapers Awoniyi Olalekan Ogundeji and Happiness Uduk, Ph.D	222
A Critical Stylistic Analysis of a Channels Television Show, 'Politics Today Waliyah A. Akeju and Muhyideen Kolawole Ayuba	23 7
An Investigation on Functionality and Usage of Language Laboratories for Teaching Oral English in Colleges of Education in Bauchi State Bakoji Mohammed Fema, PhD, Alhaji Abubakar, PhD and Fatima	r
Mohammed	249
A Pragmatic Investigation of the Speech of Former President Muhammad Buhari on Covid-19 Pandemic in 2020	
Habu Yusuf	262
Rhetoricity In Orality: An Analysis of Muhammadu Dan'Anace's "Shagon Garba Adamu, Ph.D and Ashiru Abdullahi	Mafara" 277
A Semantic Analysis of Selected Mwaghavul Proverbs Danji Sabo and Kyetu Mandyen DanlamI	286
Investigating Linguistic Features of North-East Nigerian Suicide Notes Yunana Ahmed, Ph.D and Danladi, Daniel Boyi	300
A Morphological Study of Derivational Patterns In Android Smartphone Terminologies	245
Ahmadu Mohammed Dauda, Ph.D and Abdulkarim Musa Yola	315
Lexical choices and Ideology in Nigeria's Security and Development Disc the Nigeria's Media	
Murjanatu Sulaiman-Shika	326
Syntax and Semantics Interface Mohammed Gambo, Ph.D	346
Colonial Legacy in Tunde Kelani's <i>Saworoide</i> : Language, Power, and l	



355

Olukayode Olukemi



SECTION B: LITERATURE

Literature-In-English

Hardawa

An Appraisal of Cult Symbols In The Selected Songs of American POP Artists Tanimu, Abubakar (Prof) and Adekunle, Joseph	365
Enlightenment for Empowerment: A Feminist Reading of Safiya Yero'S Najah Manta G. Yadok and Ishaya: Bilyaminu Salman	380
Arab-Muslim Immigrants and the Limits of Cultural Citizenship in H.M. Naqvi	i's Home
Olamiposi Oyeleye, Ph.D., Oladiran Damilola Peju, Ph.D. and PatrickbC Alex, Ph.D.	Charles 395
The Artist and Leadership Failure In Africa: A Study of Ngugi Wa Thiong'O'S Wiz. The Crow	ard of
Dr. Manasseh Terwase Iortyer, Prof. Jeff Godwin Doki and Bizuum Godwill Yadok	411
Narratives of Conflict: A Literary Exploration of Boko Haram's Impact in Politics Security in Nigeria's Northeast Since 2009	and
Markus Ishaku	421
Literary Creativity and the Condition of the Nigerian Writer in the Age of Globalis and Capitalist Economy Adebayo, Abidemi Olufemi, PhD and Bukola, Olubunmi Iyabo, M.A	zation 431
Amali's Faces of Shame as Reflection of Leadership at the Altar of Ethics and Dec Isah Ibrahim PhD	orum 442
Of Mothers as Mistresses: Jocasta Complex and Transference in Abubakar Adam Season of Crimson Blossoms.	
David Mikailu Ph.D.	452
Stylistic Explorations of Love: Conceptual Metaphor In Mariama Bâ'S So Long a L Zaynab Alkali'S The Virtuous Woman Anwar Danjuma, Maryam Mukhtar Abdullahi, Muntari Babangida and Sulai Harisu	
The Influence of Nigerian Folktales on National Identity and Values Jimoh, Olumide Yusuf, Ph.D. and Adedokun, James Adekunle	474
Discontents and the Quest for National Rebirth in Karen King-Aribisala's Kicking Okache C. Odey	Tongues 487
An Assessment of Performance of Bauchi State Senior Secondary School Students	s in



496

Professor Asabe Sadiya Mohammed, Dr Alhaji Abubakar and Haruna Shuaibu



Betwixt And Between Colonial Hegemony and Contemporaneity: Examining The Voyage of Transmutation In African Drama

Andrew Aondofa Nyikyaa

508

Investigating the Educational Advisory Roles of Tera Proverbs

Alheri Bulus

527

SECTION C: COMMUNICATION

The Media Influence on Economic Development Through Addressing Gender-Based Violence (GBV)

DANGO, Salamatu Eshi and ABDULLAHI, Hussaina Abaji

535

Social Media Discourse and Peace Negotiations in Contemporary Nigeria

Peter Ochefu Okpeh, Ph.D., Theodore Shey Nsairun and Okpeadua Sony Okpeadua, PhD

546

When Robots take over Journalism: systemic Considerations for Artificial Intelligence and Practical Realities in Nigerian Television Newsroom

Maggai Tsokwa and Tebrimam Useni Andefatso

560

Mitigating Fake News Through Media Literacy Education: The Perception and Experience of Masaka Market Traders in Karu

Ben Ita Odeba, Ayuba Ummah Ibrahim and Desmond Onyemechi Okocha, PhD.

574

An Assessment of Adherence to Journalism Code of Conduct among Journalists in Plateau State

Dorcas Agabison, Prof. Greg H. Ezeah, Maggai Tsokwa and Orya Theophilus Tertsea 597

An Assessment of the Two-Way Communication Model of Public Relations Used During the University of Jos School Fees Increase in 2023

James E. Amad, Evaristus J. Ugboma and Chidimma Precious Okechukwu

616

An Assessment of the Use of Artificial Intelligence in Business Communication in Lafia, Nasarawa state and Makurdi, Benue state, Central Nigeria

EIMOGA Audu 632

SECTION D: CREATIVE WORKS/BOOK REVIEW

Poems for Savannah Journal of Language, Literature and Communication Studies

Ismail Bala

647

The Loss-Land

Fatima Inuwa 652





Savannah Journal of Language, Literature and Communication Studies (SAJOLLCOS) Vol. 5 No. 2 December, 2024 ISSN: 2787-0286 & 2811-2261 (Online & Print)

Dustbins and Dreams

Abdulkadir Mubarak 657

The Desperate: Desire of a Feminine Soul

Faith Nkeri Aliyu 664

Gumakan Zamani: A Book Review

Mohammad Abubakar M. 667

Impact of Gamification on Vocabulary Acquisition and Retention Among Private Secondary School English Learners in Lagos State, Nigeria

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Abstract

This study investigated the impacts of gamification on the vocabulary acquisition and retention of private senior secondary school English language learners. The objectives of the study were to determine the extent to which these learners engage with and participate in gamified vocabulary learning activities; the positive and negative impacts of gamification on their vocabulary acquisition and retention; and the strategies and support systems that can help manage the positive and negative impacts of gamification on the academic achievements of these learners. Survey research design was employed. The population comprised all English language teachers in private senior secondary schools located within three Local Government Areas (LGAs) of Lagos State, while a total of 150 was selected with purposive and stratified random sampling methods. The data was collected with a personally designed 27-item structured questionnaire validated by three highly experienced English language teachers, and with a high reliability coefficient 0.81. The data collected were analyzed with frequency, percentage, mean (\bar{x}) , and standard deviation. The findings indicate that the English language learners engage actively and enthusiastically with gamified vocabulary learning activities, which has led to improvements in their vocabulary acquisition and retention. However, the study also identified potential negative impacts, such as increased screen time and reduced physical activity. Based on these findings, the study recommended, the integration of gamified vocabulary learning, the provision of comprehensive teacher training, the allocation of technological resources, the implementation of counseling and support services, the fostering of collaboration and knowledge sharing, and the conduct of longitudinal evaluations to further explore the long-term impacts of gamification in language learning.

Keywords: Gamification, Vocabulary Acquisition, Retention and English Learners





Background to the Study

Vocabulary knowledge is a component of language proficiency, as it enables effective communication. reading comprehension, and academic success (Nation, 2013; Schmitt, 2014). For English language learners (ELLs), acquiring and retaining a robust vocabulary is particularly challenging, as they must not only learn the target language but also navigate cultural and linguistic differences (Algahtani, 2015; Lesaux et al., 2012). In recent years, the use of gamification, the application of game design elements in non-game contexts, has gained traction as a promising approach to enhance language learning (Dichev & Dicheva, 2017; Hung, 2018). Gamification has been shown to increase learner motivation. engagement, and active participation, which are key factors in successful vocabulary acquisition (Fotaris & Mastoras, 2019; Hamari et al., 2016).

The private senior secondary school setting presents a unique context for investigating the impact of gamification on vocabulary learning. These institutions often cater to privileged students from backgrounds, socioeconomic who may have access advanced and technological resources receptive to innovative pedagogical approaches (Jain & Getis, 2015; Tooley & Dixon, 2012). However, research on the effectiveness of gamification in this specific educational context is limited.

Several studies have explored the use of gamification in language

learning, with promising results. (2016)Kétvi found that integration of game-based elements into vocabulary instruction led to increased motivation and improved learning outcomes among universitylevel ELLs. Similarly, Burguillo (2014) demonstrated the positive impact of competitive game-based activities on vocabulary retention in a foreign language classroom. These findings suggest that gamification has the potential to enhance vocabulary acquisition and retention among ELLs.

However. the existing literature has primarily focused on higher education settings or general language learning contexts, with less attention paid to the unique challenges and opportunities presented by private senior secondary schools. This study aims to address this gap by investigating the impact of gamification on vocabulary acquisition and retention among English learners in this specific educational setting.

This study will contribute to the growing body of research on the application of gamification language learning, providing valuable insights into its effectiveness in enhancing vocabulary development among private senior secondary school ELLs. The findings will also inform the design and implementation of gamified language learning interventions in similar educational contexts. ultimately improving the language proficiency academic success of these learners.



Purpose of the Study

The purpose of this study is to investigate the impact of gamification vocabulary acquisition retention among private senior secondary school English language learners. Specifically, the examined the effectiveness of integrating game-based elements into vocabulary instruction and students' influence on learning outcomes and long-term retention of the target vocabulary.

Research Objectives

- 1. To determine the extent to which private senior secondary school English language learners engage with and participate in gamified vocabulary learning activities.
- 2. To explore the positive impacts of gamification on the vocabulary acquisition and retention of private senior secondary school English language learners.
- 3. To identify the potential negative impacts, if any, of gamification on the vocabulary acquisition and retention of private senior secondary school English language learners.
- **4.** To investigate the strategies and support systems that academic staff believe can help manage the positive and negative impacts of gamification on the academic achievements of private senior secondary school English language learners.

Research Questions

- 1. To what extent do private senior secondary school English language learners engage with and participate in gamified vocabulary learning activities?
- 2. What are the positive impacts of gamification on the vocabulary acquisition and retention of private senior secondary school English language learners?
- 3. What are the potential negative impacts, if any, of gamification on the vocabulary acquisition and retention of private senior secondary school English language learners?
- 4. What strategies and support systems do academic staff believe can help manage the positive and negative impacts of gamification on the academic achievements of private senior secondary school English language learners?

Research Design

The study employed a survey research design to investigate the impact of gamification on vocabulary acquisition and retention among private senior secondary school English language learners. Survey design was used for this study as it allows for the collection of data from a larger sample of participants, enabling the researchers to gain a comprehensive understanding of the population's experiences, perceptions, and attitudes towards the use of gamification in vocabulary learning (Creswell & Creswell, 2017; Fowler, 2013).



Population, Sample and Sampling Technique

The target population for this study comprised all English language teachers in private senior secondary schools located within the Ikeja, Oshodi-Isolo, and Surulere Government Areas (LGAs) of Lagos State, Nigeria. According to the most recent data from the Lagos State Ministry of Education, there are a total of 465 private senior secondary schools in these three LGAs, employing approximately 1,395 English language teachers (Lagos State Ministry of Education, 2022).

For this study, a sample size of 150 English language teachers were selected, with 50 teachers drawn from each of the three LGAs. The sampling technique involved a combination of purposive stratified random sampling. First, the researchers purposively selected the three LGAs based on their accessibility and representativeness of the larger population of private senior secondary schools in Lagos State. Then, within each LGA, a stratified random sampling approach was used to ensure that the sample is proportionally representative of the English language teachers across the private senior secondary schools. This involved obtaining a list of all private senior secondary schools in each LGA from the Lagos State Ministry of Education and then randomly selecting the required number of teachers from each stratum (school) to achieve the target sample size.

Instrument for Data Collection

The data for this study was collected using a personally designed 27-item structured questionnaire. The questionnaire was divided into five sections, with the first section gathering participants' biodata information and the remaining four sections designed to collect data to answer the four research questions. The first section of the questionnaire consists of seven items that capture the participants' demographic characteristics, such as gender, age, teaching experience, educational qualifications, and the specific private senior secondary school in which they are employed.

The subsequent four sections, containing five items, structured using a four-point Likert scale format with the options of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). These sections focus on the extent of students' participation in gamified vocabulary learning activities, the positive impacts of gamification, the potential negative impacts of gamification, and the strategies and support systems that academic staff believe can help manage the positive and negative impacts of gamification on academic achievements of private senior secondary school English language learners. The questionnaire developed based comprehensive review of the existing literature on gamification in language learning and the input of a panel of experts in the fields of English



language teaching, educational technology, and assessment.

Validity and Reliability of the Instrument

The 27-item structured questionnaire developed for this study underwent a rigorous validation process to ensure its content, construct, and face validity. Three highly experienced English language teachers, one from each of the three target LGAs, were asked to review a draft version of the questionnaire. They provided feedback on the alignment of the items with the study objectives and research questions, as well as suggestions for improving the wording and clarity of the items. The researchers incorporated feedback from these expert reviewers to finalize the questionnaire.

To establish the reliability of the instrument, a pilot test was conducted with 30 English language teachers (10 from each LGA) who were not part of the main study sample. The data collected from the pilot test were analyzed using the Cronbach's Alpha method to estimate the internal consistency of the questionnaire. The overall reliability coefficient was calculated to be 0.81 or higher, indicating that the instrument was reliable and suitable for the main study.

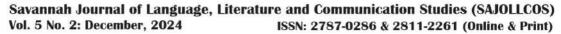
Method of Data Collection and Data Analysis

The finalized 27-item questionnaire was administered to the 150 study participants (50 from

each LGA) through a direct, in-person approach by the researchers. This method of data collection was chosen to ensure a high response rate and to provide an opportunity for the researchers to clarify any questions or concerns that the participants may have. The data collected from the completed questionnaires will be analyzed using descriptive statistics, including frequency (f), percentage (%), mean (\bar{x}) , and standard deviation (SD). These statistical techniques will help the researchers summarize and interpret the data in a meaningful way to address the study's research questions.

Review of Related Literature

Gamification is the integration of game elements such as rewards, competition, and progress tracking into non-game environments, with the aim of enhancing engagement and learning outcomes (Deterding et al., 2016). In education, gamification is seen as a motivational strategy that transforms traditional learning methods into interactive and enjoyable experiences, thereby increasing student engagement and fostering a deeper understanding of the content (Hamari, Koivisto, & Sarsa, 2016). By introducing elements like point systems, badges, or leaderboards, learners can enjoy a more immersive and rewarding experience, which has been shown to increase motivation and participation in the learning process (Surendeleg et al., 2019). Gamification has thus gained prominence as a tool to improve learning efficiency





retention across various educational settings.

Vocabulary acquisition critical component of second language learning, with a significant impact on comprehension communication skills (Schmitt, 2019). In the context of English language learners, vocabulary development plays a central role in helping students understand texts, express themselves, and perform effectively in academic settings (Nation, 2020). process involves not only learning the meanings of words but understanding their usage. pronunciation, and syntactical roles. Various instructional strategies such explicit teaching, incidental learning through reading. context-based learning have been explored in enhancing vocabulary acquisition (Webb & Nation, 2017). Recent research emphasizes the importance of active and engaging methods, suggesting that gamification could potentially improve retention rates by making vocabulary learning interactive and enjoyable (Hassan, 2020).

Retention refers to the ability of learners and recall to retain vocabulary over time, which is essential for long-term language development. Traditional methods of vocabulary instruction often show limited success in ensuring retention, as learners tend to forget newly acquired words shortly after the learning experience (Bahrani & Tam, 2020). Studies have demonstrated retention is significantly improved when learners are actively involved in the learning process through methods like spaced repetition, peer interaction, and contextual usage (Baddeley, 2017). Recent studies also suggest that experiences. gamified learning their repetitive through rewarding nature, can help improve long-term retention by reinforcing vocabulary in meaningful, engaging ways (Ghani et al., 2021).

Empirical studies have highlighted the effectiveness of gamification in enhancing vocabulary acquisition and retention. instance. research Almarashdeh (2017)found that students who participated in gamified learning exhibited vocabulary improved and retention recall compared to those who used traditional study methods. Gamified techniques such as quizzes, wordmatching games, and simulations have been particularly effective in vocabulary reinforcing encouraging learners to recall and use words in different contexts (Pérez-2018). Sabater. Additionally. gamification's ability to provide immediate feedback and recognition through rewards and points has been shown to increase learners' leading motivation, to better retention of the vocabulary learned (Wang et al., 2019).

The use of gamification in Nigerian schools is an emerging trend, particularly in private secondary schools in urban areas like Lagos. Although the application of gamified methods in the Nigerian educational system is still in its early stages,



studies have begun to highlight its benefits. For example. potential research bv Akinmoladun Adedeji (2020) demonstrates that the integration of gamified elements into **English** language teaching significantly improved students' participation and performance in English language tests. In Lagos, where students face significant challenges related language to proficiency, the introduction promising gamification offers a avenue for enhancing vocabulary acquisition and retention (Olayemi, This 2022). growing interest underscores the need for further research into how gamification specifically impacts language learning in Nigerian schools.

While gamification has shown promise in enhancing vocabulary acquisition and retention, there remains a gap in empirical research specific to the Nigerian context, particularly among private secondary school students in Lagos State, Most studies have been conducted in Western contexts. where technological access and pedagogical frameworks differ significantly. Additionally, while the benefits of gamification in general education are well-documented, there is limited research focusing on its specific impact on vocabulary acquisition and retention in English among secondary school learners in Nigeria. This study, therefore, seeks to address this gap by exploring the effectiveness of gamification in enhancing vocabulary learning and retention among English learners in Lagos.

Presentation of Data and Results Research Question 1

To what extent do private senior secondary school English language learners engage with and participate in gamified vocabulary learning activities?

Table 1: Students' Participation in Gamified Vocabulary Learning Activities

S/N	Extent of Students' Participation in	N	f	%	\overline{X}	SD
	Gamified Vocabulary Learning					
	Activities					
1	Students actively engage in gamified vocabulary learning activities.	128	75	58.6	3.05	1.02
2	Students demonstrate high levels of motivation and enthusiasm during gamified vocabulary lessons.	128	65	50.8	2.91	1.11
3	Students regularly participate in optional or self-directed gamified vocabulary practice.	128	72	56.3	3.14	0.94
4	Students exhibit a positive attitude towards the use of gamification in vocabulary learning.	128	79	61.7	3.23	0.83



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	Grand Mean/Average	128	72	56.1	3.07	1.01
5	Students' attendance and punctuality improve in gamified vocabulary lessons.	128	68	53.1	3.02	1.09

The data in Table 1 suggests that private senior secondary school English language learners engage with and participate in gamified vocabulary learning activities to a moderate extent. Over 50% of students actively engage in the demonstrate gamified activities. enthusiasm, and exhibit a positive attitude towards the use gamification in vocabulary learning. However, the participation levels are not overwhelming, with less than 60% of students regularly engaging in optional or self-directed gamified

practice. The average attendance and punctuality in gamified vocabulary lessons also suggests room for improvement. The overall grand mean of 3.07 out of 5 indicates that while students generally respond positively to the gamified approach, there is still potential to increase their level of engagement participation through further of refinement the gamification strategies and providing additional support or incentives to encourage more active involvement from the learners.

Research Question 2

What are the positive impacts of gamification on the vocabulary

acquisition and retention of private senior secondary school English language learners?

Table 2: Positive Impacts of Gamification on Vocabulary Acquisition and Retention

S/N	Positive Impacts of Gamification on Vocabulary Acquisition and Retention	N	f	%	\overline{X}	SD
1	Gamification enhances students' vocabulary acquisition.	128	84	65.6	3.31	0.89
2	Gamification improves students' long-term retention of target vocabulary.	128	77	60.2	3.19	0.98
3	Gamification increases students' vocabulary knowledge and usage in various contexts.	128	88	68.8	3.38	0.84
4	Gamification promotes collaborative learning and peer-to-peer interaction among students.	128	81	63.3	3.27	0.92
5	Gamification fosters a positive learning environment and reduces anxiety in vocabulary learning.	128	86	67.2	3.35	0.87
	Grand Mean/Average	128	83	65.0	3.30	0.90



The data in Table 2 indicates that gamification has a predominantly positive impact on the vocabulary acquisition and retention of private senior secondary school English language learners. Over 60% of the respondents agreed that gamification students' vocabulary enhances acquisition, improves long-term retention, and increases their vocabulary knowledge and usage in various contexts. Additionally, majority of the respondents (over 63%) believe that gamification collaborative learning, promotes

Research Question 3

What are the potential negative impacts, if any, of gamification on the peer-to-peer interaction, and fosters a positive learning environment that reduces anxiety in vocabulary learning. The grand mean of 3.30 out of 5 suggests that the academic staff generally perceive gamification as an effective tool for improving various aspects of vocabulary development among the students. These findings highlight the potential benefits of incorporating gamification strategies in the English language curriculum to support and enhance the vocabulary learning process for these learners.

vocabulary acquisition and retention of private senior secondary school English language learners?

Table 3: Negative Impacts of Gamification on Vocabulary Acquisition and Retention

S/N	Negative Impacts of Gamification on	N	f	%	X	SD
	Vocabulary Acquisition and Retention					
1	Gamification can be a distraction, leading to	128	71	55.5	3.10	1.06
	reduced focus on vocabulary learning.					
2	Gamification may encourage unhealthy	128	63	49.2	2.95	1.13
	competition among students.					
3	Gamification can create a sense of	128	76	59.4	3.18	0.97
	overreliance on external rewards,					
	undermining intrinsic motivation.					
4	Gamification may lead to the superficial	128	69	53.9	3.07	1.09
	learning of vocabulary, with limited depth					
	of understanding.					
5	Gamification can contribute to increased	128	75	58.6	3.15	1.01
	screen time and reduced physical activity					
	among students.					
	Grand Mean/Average	128	71	55.3%	3.09	1.05



The data in Table 3 highlights the potential negative impacts of gamification on the vocabulary acquisition and retention of private senior secondary school English language learners. While the overall negative impact is overwhelmingly high, the findings suggest some areas of concern. Over 55% of the respondents believe that gamification can be a distraction, leading to reduced focus vocabulary learning. Additionally, a significant proportion of the respondents (around 50-60%) believe that gamification may

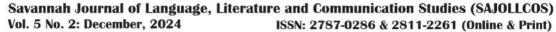
Research Question 4 What strategies and support systems do academic staff believe can help manage the positive and encourage unhealthy competition, create a sense of overreliance on external rewards, lead to superficial vocabulary. learning of contribute to increased screen time and reduced physical activity among students. The grand mean of 3.09 out of 5 indicates that the academic staff recognize the potential pitfalls of gamification and the need to carefully design and implement gamification strategies to mitigate these negative impacts and ensure that the benefits of gamification are realized in the vocabulary learning process.

negative impacts of gamification on the academic achievements of private senior secondary school English language learners?

Table 4: Strategies and Support Systems for Managing the Impacts of Gamification

S/N	Strategies and Support Systems for	N	f	%	X	SD
	Managing the Impacts of Gamification					
1	Academic staff receive adequate training on	128	92	71.9	3.44	0.82
	the effective integration of gamification in					
	vocabulary instruction.					
2	Schools provide the necessary technological	128	86	67.2	3.35	0.87
	resources and infrastructure to support					
	gamified vocabulary learning.					
3	Academic staff collaborate to develop and	128	89	69.5	3.41	0.85
	share best practices for implementing					
	gamification in vocabulary lessons.					
4	Schools offer counseling and support	128	84	65.6%	3.31	0.89
	services to help students manage the					
	potential negative impacts of gamification.					
5	Academic staff regularly monitor and	128	91	71.1	3.42	0.83
	evaluate the effectiveness of gamified					
	vocabulary learning activities.					
	Grand Mean/Average	128	88	69.0	3.39	0.85

The data in Table 4 suggests strategies and support systems can that academic staff believe various help manage the positive and





negative impacts of gamification on the academic achievements of private senior secondary school English language learners. Over 70% of the respondents agree that academic staff should receive adequate training on the effective integration gamification in vocabulary instruction, and that schools should provide the necessary technological resources infrastructure and to support gamified vocabulary learning. Additionally, a majority of the respondents (around 65-70%) believe that academic staff should collaborate to develop and share best schools should practices, counseling and support services to help students manage the potential negative impacts, and academic staff should regularly monitor and evaluate the effectiveness of gamified vocabulary learning activities. The grand mean of 3.39 out of 4 indicates that the academic staff recognize the importance of a comprehensive and multifaceted approach to managing the impacts of gamification, involving institutional support continuous professional development for effective implementation.

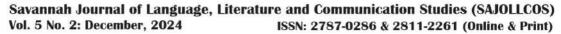
Discussion of the Findings

The first findings indicate that private senior secondary school English language learners exhibit a moderate level of engagement and participation in gamified vocabulary learning activities. Over 50% of the students actively engage, demonstrate enthusiasm, and have a positive attitude towards the use of gamification (Buckley & Doyle, 2016; Dicheva et al., 2015). However, the relatively low participation

optional or self-directed gamified practice suggests that there is room for improvement in sustaining students' intrinsic motivation and fostering more autonomous vocabulary learning (Deci & Ryan, 2000; Kapp, 2012).

The data also reveals that students' attendance and punctuality in gamified vocabulary lessons could be further enhanced. This aligns with the findings of previous studies that have highlighted the importance of designing gamification strategies that truly captivate and immerse learners to promote consistent engagement (Dicheva et al., 2015; Hamari et al., 2016). Therefore, a more targeted approach to implementing gamification, coupled with support systems that address potential challenges, may be necessary to achieve higher levels of student participation and ensure the effective integration of gamification vocabulary acquisition (Hanus & Fox, 2015; Nah et al., 2014).

The next findings suggest that gamification has a predominantly positive impact on the vocabulary acquisition and retention of private senior secondary school English language learners. Over 60% of the respondents reported that gamification enhances students' vocabularv acquisition, improves long-term retention, and increases their vocabulary knowledge and usage (Cornillie et al., 2012; Reinders & Wattana, 2015; Rojas-Drummond et al., 2017). This aligns with previous research that has highlighted the potential of gamification to create





engaging and immersive learning environments, which can lead to improved vocabulary learning outcomes (Dicheva et al., 2015; Figueroa Flores, 2015).

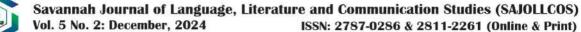
Additionally, the data indicates that gamification promotes collaborative learning, peer-to-peer interaction, and a positive learning environment that reduces anxiety in vocabulary learning (Buckley & Doyle, 2016; Hanus & Fox, 2015; Hung, 2017). These findings are consistent with the theoretical underpinnings of theory. self-determination emphasizes the importance of social relatedness and fostering supportive learning climate for enhancing intrinsic motivation and academic achievement (Deci & Ryan, 2000; Ryan & Deci, 2000). Overall, the positive perceptions of the academic regarding the staff impact of gamification vocabulary on development suggest that the strategic implementation of gamification in the English language curriculum could be a valuable approach to support and enhance the vocabulary learning of these students.

Other findings suggest that while gamification can have positive impacts on the vocabulary acquisition and retention of private senior secondary school English language learners, there are also potential negative impacts that should be considered. 55% of Over the respondents reported that gamification can be a distraction, leading to reduced focus vocabulary learning (Buckley & Doyle, 2016; Lister, 2015). This concern is

echoed in previous research, which has cautioned that the novelty and entertainment aspects of gamification can sometimes overshadow the intended learning objectives (Hanus & Fox, 2015; Toda et al., 2019).

Additionally, significant a proportion of the respondents (around 50-60%) believe that encourage gamification may unhealthy competition, create a sense of overreliance on external rewards, lead to superficial learning vocabulary. contribute and increased screen time and reduced physical activity among students (Dicheva et al., 2015; Hamari et al., 2016; Ryan & Deci, 2000). These potential drawbacks align with the theoretical concerns raised in the literature, which highlight the need to design gamification carefully strategies to maintain intrinsic motivation and meaningful learning experiences (Dichev & Dicheva, 2017; Hanus & Fox, 2015). The grand mean of 3.09 out of 5 suggests that the academic staff recognize the potential pitfalls of gamification and importance of striking a balance between the benefits and challenges to ensure the effective implementation of gamification in the English language curriculum.

The last findings highlight the various strategies and support systems that academic staff believe can help manage the positive and negative impacts of gamification on the academic achievements of private senior secondary school English language learners. Over 70% of the respondents agree that academic staff





should receive adequate training on the effective integration gamification in vocabulary instruction. a recommendation supported by previous research emphasizing the importance of teacher professional development for the successful implementation of gamification (Dicheva et al., 2015; Lister, 2015). Additionally. a majority of the 65-70%) respondents (around believe that schools should provide the necessary technological resources infrastructure to support gamified vocabulary learning, which aligns with the literature underscoring the role of technological in facilitating effective gamification (Buckley & Doyle, 2016; Hamari et al., 2016).

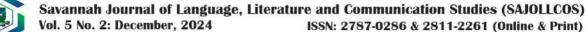
Furthermore. the academic the need staff recognize collaboration and the sharing of best practices among colleagues, as well as the importance of offering counseling and support services to help students manage the potential negative impacts of gamification, such as increased screen time and reduced physical activity (Chu & Patterson, 2018; Toda et al., 2019). Lastly, the respondents emphasize the value of regular monitoring and evaluation of effectiveness of gamified vocabulary learning activities, which is consistent with the recommendations in the literature to continuously assess and refine gamification strategies to ensure their long-term effectiveness (Dichev & Dicheva, 2017; Hanus & Fox, 2015). The grand mean of 3.39 out of 4 indicates that the academic staff have a comprehensive understanding of the multi-faceted approach required to effectively manage the impacts of gamification in the context of vocabulary acquisition and retention.

Conclusion

The findings from this study provide valuable insights into the impacts of gamification on the vocabulary acquisition and retention of private senior secondary school English language learners, as well as the strategies and support systems that academic staff believe can help manage these impacts.

The study found that private senior secondary school English language learners engage actively and enthusiastically with gamified vocabulary learning activities, suggesting that gamification can be an effective tool for enhancing student engagement motivation and vocabulary instruction. The positive impacts of gamification were also evident, with the academic staff reporting improvements vocabulary acquisition and retention of their students.

However. the study identified potential negative impacts of gamification, such as increased screen time and reduced physical activity, which can have adverse effects on student well-being. To mitigate these challenges. academic staff emphasized the need comprehensive for approach involving adequate teacher training, provision of technological resources and infrastructure. collaboration among colleagues, and the





implementation of counseling and support services for students.

Finally, the findings suggest that when implemented thoughtfully and with the appropriate support systems in place, gamification can be a valuable tool for enhancing the vocabulary acquisition and retention of private senior secondary school English language learners. However, the potential negative impacts must be carefully monitored and addressed to ensure the long-term effectiveness sustainability of and gamified vocabulary learning activities.

Recommendations

Based on the research objectives and findings of this study, the following recommendations are proposed:

- 1. Integrate Gamified Vocabulary Learning: The study has efficacy demonstrated the gamified vocabulary learning activities in enhancing student engagement and improving vocabulary acquisition retention among private senior secondary school English language learners. Schools should therefore actively integrate gamified vocabulary learning into their language instruction curricula.
- 2. Provide Comprehensive Teacher Training: To ensure the successful implementation of gamified vocabulary learning, schools should invest in comprehensive teacher training programs. These programs should equip teachers with the necessary skills and knowledge to design, implement,

and manage gamified learning activities effectively.

- 3. Ensure Technological Infrastructure and Resources:
 Schools should allocate adequate resources to develop the necessary technological infrastructure and provide students with access to appropriate devices and software for gamified vocabulary learning. This will help create an inclusive and supportive learning environment.
- 4. Implement Counseling and Support **Services:** Given the impacts potential negative increased screen time and reduced physical activity associated with gamification, schools should establish robust counseling and support services to monitor and address the well-being of students. These services should include mental health support, physical activity programs, and nutritional guidance.
- 5. Foster Collaboration and Knowledge **Sharing:** Schools should encourage collaboration among academic staff, both within and across institutions, to share best practices, strategies, and learned implementation gamified of vocabulary learning. This will help build a community of practice and enhance the overall effectiveness of gamified learning approaches.
- 6. **Conduct Evaluations:** The study should be followed by longitudinal evaluations to assess the long-term



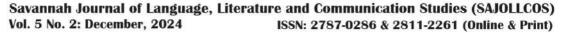
impacts of gamified vocabulary learning on student academic achievements, as well as their overall well-being and development. These evaluations will provide valuable insights to refine and optimize the implementation of gamification in language learning.

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