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GAMIFICATION AS MANAGERIAL TOOL FOR EFFICIENT BUSINESS ENGLISH LANGUAGE TEACHING

Staff with strong English language skills is a valuable asset of any business, let alone finance and credit enterprises which ensure the sustainability of international trade and global communications. Therefore, language teachers are constantly on the lookout for better approaches and techniques of instruction. Mihaly Csikszentmihalyi presented the idea that when learners are truly engaged in an activity they enter a state of 'flow' or the 'flow channel', and this is achieved by gaming activities. J. Hughes looks at the competitive part of a game and says, that learners benefit much more from games when they compete not against others, but rather themselves, thereby mastering own skills. This paper aims to take a closer look at the practical activities within the above-stated approach.

J. Hughes provides the following example: he sets up a telephone role-play where students practice calling to arrange to meet and subsequently gives students the card with phrases on that he wants to be used. Any functional language and lexis at all could be practiced like that. As learners speak, they tick off phrases. At the end of the first role-play, Hughes asks them to count how many phrases they used and get a score out of ten. Then he asks students to repeat the role play and try to get a higher score by using more of the phrases [3].

H. Dellar suggests the ways to recycle vocabulary using word lists [1]:

1. Pick examples from the Vocabulary Builder and say them with MMMs in place of the word you're testing, so for instance: *Advertising is a highly MMM-MMM-MMM-MMM industry. There's a lot of competition MMM jobs.*

2. Put students in pairs. Tell Student A in each pair to look at the relevant pages and to test their partner in the same way as above. After a few minutes, change the roles over. You may need to model the task quickly at the start just to make sure students get what you want them to do. As feedback, you may also want to expand further on the words looked at to ensure students don't feel it was only going over what they already know, so you might end up writing something like this on the board: *He's f..... competitive and gets very upset if he loses at anything* and then seeing if you can elicit fiercely from the group.

3. You could ask students to work in pairs and give three real-world examples of collocations from the exercise. To help them understand what's wanted, you could give a model. For instance: *One of my friends is a pilot for a budget airline and I know he's always worried about his job because it's such a competitive industry. There are often price wars and different airlines try to undercut each other. Sometimes airline companies go bankrupt too, and he's worried that he might end up getting made redundant at some point soon.*

Ph. Haines in the article for OUP offered activities for vocabulary revision which could well be used as gaming activities [2]:

1. How many have you seen today? – In small groups, students identify how many of the words in the unit word list are things / concepts / actions they have seen today.

2. Identify the words from a definition – The teacher chooses about 5 words from the unit word list and then one word at a time tells the students a definition of each word. Individually, students look at the list and underline the words they think the teacher is describing.

3. Test your partner's spelling – In pairs, one student looks at the unit word list and chooses 5 words and dictates these to the other student (who is not looking at the list). After the dictation of the 5 words the students both look at the list and check the spelling.

4. The teacher can't spell – The teacher chooses 5 words and spells these aloud to the student but makes a deliberate spelling mistake in 2 or 3 of the words. Students listen while looking at the word list and try to identify which words were misspelled.

5. Quick spelling – In pairs, students take it in turns for one student to choose a word and spell it aloud quickly to other student. The second student tries to say the word before the first student has finished spelling it aloud.

6. Can you make a sentence using 4 of the words? – Individually, each student makes a sentence using any 4 of the words from the unit word list (combined with other words to create coherent sentences). Students then compare and decide which sentence they like best.

References:

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2. Haines Ph. 25 ideas for using unit word lists in the classroom [Electronic resource] / Ph.Haines. – 2019. – Available online at: <https://oupeltglobalblog.com/2019/05/31/25-ideas-using-unit-word-lists/>

3. Hughes J. Using games for win-win learning [Electronic resource] / J.Hughes. – 2018. – Available online at: <https://oupeltglobalblog.com/2018/02/27/using-games-win-win-learning-qa/>