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THE USE OF GAMIFIED TECHNOLOGY AND PAPER-BASED METHOD FOR TEACHING VOCABULARY IN FLIPPED CLASSROOM

Annotation: The use of gamified technology and paper-based methods for teaching English vocabulary in a flipped classroom setting offers several benefits. Gamified technology makes learning interactive and enjoyable, while paper-based methods can be engaging and personalized. Both approaches can enhance retention, promote collaboration, and provide accessibility. Gamified technology offers immediate feedback, while paper-based methods are cost-effective. The choice between them depends on factors such as student preferences and learning objectives. Overall, both approaches can be effective in teaching vocabulary in a flipped classroom.

Key words: teaching vocabulary, flipped classroom, paper-based method, secondary school, gamified technology

To effectively teach English, vocabulary training is crucial as it is the most significant aspect of language learning. According to Ludwig, vocabulary teaching is the process of learning and understanding words [1]. Yue identifies three prerequisites for teaching English vocabulary: teaching objective, teaching object, and teaching technique [2]. English vocabulary instruction aims to educate students how to pronounce, spell, understand, and use language. The teaching object refers to the student's primary, secondary, or higher level. Effective utilization of novel teaching materials and approaches is crucial for capturing students' attention throughout vocabulary development. The teaching approach refers to how objectives are translated into teaching objects. The teaching technique includes online, offline, or hybrid delivery, materials, and media options.

According to Landers, "gamification" refers to using game components including action language, evaluation, challenge, control, environment, game fiction, human connection, immersion, and goals to improve learning outcomes [3].

When designing learning games, it's important to strike a balance between covering the subject matter and prioritizing fun. This is referred to as "gamification" of language acquisition [4]. According to Rashid et al., using language games in the classroom can enhance student engagement and vocabulary mastery [5]. Gamified vocabulary learning can improve language acquisition for pupils, both in formal and informal settings. Gamified vocabulary education allows learners to learn words in a fun way while receiving comprehensive instruction. Effective vocabulary games give players with relevant and timely information, making learning more engaging and effective.

Various vocabulary games, such as draw games, circle games, exchange games, verb group games, prefixes, word creation games, dice games, and irregular verb matches, were previously employed to improve students' vocabulary. Gamified vocabulary acquisition now uses digital tools such as CALL and MALL, thanks to technological advancements. A digital game is a new approach to game-based learning

that engages students in meaningful activities. Empirical studies show that interactive response system platforms such as Google Form, Socrative, Kahoot!, Quizizz, and Quizlet are effective for vocabulary learning for both students and teachers [6].

The flip model includes a flexible learning environment, intentional content, and professional educators [7]. The approach prioritizes active learning and shifts from teacher-centered to student-centered instruction [8]. According to Anggoro and Khasanah, flipped classrooms need students to do schoolwork at home and homework at school [9]. Students are responsible for non-classroom tasks such as watching videos, visiting course-related websites, listening to audio, and reading relevant materials. Teachers must foster an engaging classroom environment that promotes pair work, group collaboration, hands-on activities, and critical thinking. According to Marshall and Kostka, students can get teaching in a variety of venues, removing the need for a fixed classroom schedule [5].

Egbert et al. define a flipped classroom as having the following characteristics: (1) a focus on learning rather than conforming to school norms, (2) the teacher's role as a tutor rather than a director, (3) increased student-teacher interaction centered on content, (4) frequent opportunities for students to apply what they have learned, (5) frequent feedback on their actions and progress, and (6) an integrated approach [10].

I have worked about 7 years at the secondary school in Tashkent. During those years, I have used gamified technology and paper-based method for teaching EFL vocabulary during flipped classroom. While working there, I try to define how gamified technology and paper-based method are important in teaching lexis. I have understood that the use of gamified technology and paper-based methods for teaching vocabulary in a flipped classroom setting offer distinct benefits:

1. Engagement: Gamified technology makes learning more interactive and enjoyable, motivating students to participate actively in the learning process. Paper-based methods can also be engaging, especially if they involve hands-on activities like flashcards or puzzles.

2. Personalization: Gamified technology can adapt to individual learning styles and pace, providing personalized learning experiences. Paper-based methods can be tailored to students' preferences and needs, allowing for more personalized learning.

3. Retention: Gamified technology often incorporates elements like rewards, challenges, and feedback, which can enhance memory retention. Paper-based methods, such as writing exercises or games, can also improve retention through repeated practice and reinforcement.

4. Collaboration: Gamified technology can facilitate collaboration among students through features like multiplayer games or online forums. Paper-based methods can also promote collaboration, such as group activities or peer review exercises.

5. Accessibility: Gamified technology can be accessed from anywhere with an internet connection, making it convenient for students to learn at their own pace. Paper-based methods are also accessible and can be used in various settings, including classrooms and homes.

6. Cost-effectiveness: Paper-based methods are often more cost-effective than technology-based solutions, as they do not require expensive devices or software. However, gamified technology can offer long-term cost savings through reduced need for physical materials.

7. Feedback: Gamified technology can provide immediate feedback on students' performance, helping them identify areas for improvement. Paper-based methods can also provide feedback, although it may be less immediate and more reliant on teacher intervention.

In summary, both gamified technology and paper-based methods have their advantages for teaching vocabulary in a flipped classroom. The choice between them depends on factors such as student preferences, access to technology, and learning objectives.

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