

# **The 9th International Scientific Conference “Linguistic, Educational and Intercultural Research 2024”**

## **BOOK OF ABSTRACTS**

Vilnius University Press



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# The 9th International Scientific Conference “Linguistic, Educational, and Intercultural Research 2024”

Compiled by the members of LEIC 2024 Scientific Committee: Dagnė Beržaitė, Carmen Caro Dugo, Loreta Chodzkiėnė, Laura Černelytė, Lina Inčiuraitė-Noreikiėnė, Julija Korostenskienė, Lina Marčiulionytė

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**ISBN 978-609-07-1107-1 (digital PDF)**

Vilnius University Press  
9 Saulėtekio Av., III Building, LT-10222 Vilnius  
info@leidykla.vu.lt, www.leidykla.vu.lt/en/  
www.knygnas.vu.lt, www.journals.vu.lt

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# Enhancing language learning and critical thinking through gamification. Hands-on experience in higher education

**Elisabete Mendes Silva**

Instituto Politécnico de Bragança, Portugal

**Keywords:** *critical thinking, gamification, active learning, English culture and language, autonomous learning*

Even though the use of games in learning is not new, the rise of digital technologies has boosted gamification and game-based learning methodology. Over the last decade, many studies have been conducted in higher education, making this methodology innovative and more highly considered (Carvalho & Coelho, 2022, Prathyusha, 2020, Zainuddin et al, 2020). Gamification has proven to facilitate the learning-teaching process, allowing learners to communicate more effectively in a collaborative environment and, at the same time, to be creative. Critical thinking completes this set of the 4 Cs of 21st-century skills and can be enhanced through gamification. This presentation underlies two main objectives. First, it aims to introduce the “Content Game”, a card game designed to help students grasp and learn the relational structure of knowledge through game-based learning. Grounded in active learning principles, the game encourages independent learning, conceptual connections, and critical thinking. It also aids students in researching and organising specific content effectively.

Secondly, we shall demonstrate through hands-on experience the application of this methodology and the results obtained. The experience involved 37 students divided into two classes: 22 students attending the English 5 class, proficient level, of the BA degree in Languages for International Relations and another 15 students attending the English Culture III class of the BA degree in Foreign languages: English and Spanish. English 5 students were asked to focus on proficiency vocabulary whereas English Culture students had to research 17th and 18th-century Britain topics dealt with the previous year. Students supported their research using online resources. The study assessed the students' engagement and understanding of the subject matter. Overall, students enjoyed working in groups, exploring content independently, with the lecturer as a moderator. Most importantly, students had fun while improving their English language and culture skills.

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## Biography

**Elisabete do Rosário Mendes Silva** is an Associate Professor in the Foreign Language Department at the School of Education, Bragança Polytechnic University, Portugal. Elisabete Mendes Silva holds a PhD in English Literature and Culture studies. She is a researcher at the

University of Lisbon Centre for English Studies. Her main research interests include English Culture, the History of Ideas, Political Thought and Teaching English as a Foreign Language (TEFL). She has been published extensively in these areas and serves as the editor-in-chief of the *Anglo Saxonica Journal*. Elisabete Mendes Silva has actively participated in various international projects within the Erasmus+ programme, including the coordination of the European project QuILL-Quality in language learning (2020-2022). E-mail: [esilva@ipb.pt](mailto:esilva@ipb.pt)