

Gamified Romanian for Specific Purposes: A Journey to Engaged Language Acquisition

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Abstract: *This study investigates the use of gamification techniques in teaching Romanian as a foreign language (RFL) to international students in a Preparatory Year program. It involved 27 students who achieved an A2 proficiency level after one semester. The gamification approach was implemented from February to June 2022, focusing on enhancing productive language skills and specialized terminology in engineering, medicine, and sports. The methodology, framed by Design-Based Research (DBR) and rooted in Self-Determination Theory, incorporated gamified systems to create a sense of community, provide freedom of choice, and create advancement opportunities. Various digital tools and platforms, including GooseChase, Storyjumper, Plickers, Wordwall, Kahoot!, and ClassDojo, were utilized to support the gamified learning environment. The approach aimed to boost student engagement and make language learning enjoyable by blending face-to-face activities with game-like frameworks. The study suggests that gamification can effectively transform educational practices, particularly in teaching Romanian for Specific Purposes. By cultivating a game-inspired atmosphere, the method promoted intrinsic motivation, encouraged active participation, and enabled students to develop language competence through self-directed progress. While acknowledging some negative aspects, the research highlights the potential benefits of gamification in language education, demonstrating its ability to create an engaging, communicative learning environment that connects virtual and real-world contexts.*

Keywords: *gamification; education; Romanian as a Foreign Language; Romanian for Specific Purposes; specialized terminology acquisition;*