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*Ushering in the Age of Endemic*

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**EXTENDED ABSTRACTS BOOK**



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## GET A CLUE!

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## ABSTRACT

Understanding contextual clues is one of several important aspects of learning the English language which learners need to master in achieving better reading comprehension. Get A Clue! - a word-card game, is developed to assist English educators to teach contextual clues joyfully and interactively. The word-card game is aimed to provide a meaningful experience for learners in enhancing their English lexicon. This word-card game is also aimed to facilitate language learning in effective and joyful ways by allowing students to interactively guess the meaning of the words, along with parts of speech and their etymology. Moreover, this word-card game also anticipates learners' participation as it provides an interactive learning experience through gamification. A pilot study involving a group of diploma students was carried out to examine the potential of Get A Clue! in improving learners' vocabulary. The study's findings suggested that Get A Clue! would be helpful in boosting students' vocabulary learning in their English language classes.

*Keywords: word-card game, contextual clues, interactive learning, gamification, learning strategies*

## 1. INTRODUCTION

Understanding contextual clues is one of several important aspects of learning the English language which learners need to master to achieve better reading comprehension. The term contextual clue refers to the hints which can be found in a text such as in a sentence, paragraph or passage that readers can use to understand the meaning of certain words, which are new or unfamiliar to them. It is essential for learners to be able to identify context clues in order to enhance their vocabulary knowledge. As mentioned by Mauliza et al., (2019), guiding the learners to understand and infer word meanings in the reading process is crucial as they will be able to comprehend the message in a text, retain the vocabulary and use the words in real life.

Get A Clue! is a word-card game developed to assist English educators to teach contextual clues joyfully and interactively. The word-card game is aimed to provide a meaningful experience for learners to enhance their English lexicon. This word-card game is also aimed to facilitate language learning in effective and joyful ways by allowing students to interactively guess the meaning of the words, along with parts of speech and their etymology. Moreover, this word-card game gives the opportunity for learners to actively participate and be in charge of their own learning as it provides an interactive learning experience through gamification.

Furthermore, this word-card game fits the purpose as an educational game with its interactive gameplay and simple instructions, which will enrich the vocabulary of intermediate and advanced learners. In addition, language teachers can use it in class as a supplementary teaching aid while language learners can benefit by using the game for casual gameplay.

## **2. METHODOLOGY**

The procedure of how the word-card game is played is as follows:

- i. There are two card stacks. One stack consists of vocabulary cards while the other stack consists of general cards.
- ii. The players' goals are to guess the meaning of the word based on the sentence given by the game master and remove all general cards they have on hand.
- iii. A game master will pick one vocabulary card. The game master will inform other players of the word and read the example of a sentence of how the word is used.
- iv. Players start with four random general cards, and they can guess the meaning.
- v. A correct guess (on etymology, parts of speech & synonyms) will activate the power cards if the players have them.
- vi. Players need to take one card from the general card deck if they guess the word wrongly.
- vii. If they guess correctly, they can remove one general card that they are holding.
- viii. A new round begins when five synonyms, etymology & parts of speech have been guessed by the players.

Two types of questionnaires were administered to the participants as the pre-test and post-test to gain feedback from the participants. Firstly, a pre-test was given to the participants to investigate their initial understanding about contextual clues. Next, a post-test was given to the learners to evaluate their understanding of contextual clues after the gameplay. These questionnaires also include a separate section pertaining their perceptions on the significance of context clues and their motivation in learning the skill.

## **3. FINDINGS**

Based on the result gathered, it was found that 63.7% of the participants stated that learning contextual clues is important, while 45.1% of them reported that learning contextual clues is difficult. In addition, although 64% of the participants are motivated to learn contextual clues in order to enhance their reading skill, 46% of the participants have little interest in learning contextual clues.

In terms of commercialization, it was reported that all participants believed that the game has potential for commercialization. Moreover, all participants agreed that the game improved memory retention, attention, and performance. This is observed through the increase of students' overall scores in the post test which showed an improvement of 2.1% compared to their pre-test. Participants also agreed that the game helped them to learn contextual clues and

widen their vocabulary. By comparing their pre-test and post- test scores, the participants also recorded an increase of motivation in learning reading skills (specifically context clues) by 54%. Additionally, 87.5% participants strongly agreed that the card game met its objectives in enriching the participants' vocabulary, improving the participants' understanding of using context clues to guess the meaning and the game and allowing interactive learning through gamification.

#### **4. CONCLUSION**

Based on the findings, it can be summarized that gamification of contextual clues has proven to be beneficial for language learners. It was found to be enjoyable as this card game allows learners to interact with their friends and make intelligent guesses based on the context given. Furthermore, it was shown that there was an increase in motivation to learn new vocabulary and learners were able to retain the memory of the vocabulary after playing the cardgame. The findings from the innovation of this card game are in line with a past study from Lukas et al. (2020) which reported that playing the card game increased the learners' motivation in learning new words as well as enhancing their retention in learning new vocabulary. Thus, the objectives of the card game are met.

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