

The figgerits application for Malaysian secondary school students' vocabulary development and motivation

ABSTRACT

This study examines the influence of Figgerits on vocabulary enhancement and student motivation in a secondary school in Sabah, Malaysia. The study centres around 36 Form 3 Alnair students with different English proficiency levels. Its objective is to explore students' perceptions and experiences on the impact of Figgerits in an ESL classroom. The study used qualitative methods through semi-structured interviews. The findings indicate that students perceive Figgerits to substantially improve their vocabulary acquisition and classroom engagement. The study highlights the significance of integrating digital game-based language learning (DGBLL) with educational theories like Vygotsky's socio-constructivist theory and the Zone of Proximal Development to guarantee accuracy and dependability. Although there are limitations due to technology, the application promotes a cooperative and inspiring atmosphere for learning. The challenges that have been recognised include the need to address technology accessibility and to maintain a balanced level of difficulty to preserve student motivation. Future research should prioritise more significant sample numbers, longitudinal investigations, and the investigation of adaptive learning systems. This study offers valuable insights into the incorporation of gamified learning technologies in ESL instruction, highlighting their capacity to enhance language learning results and student motivation.