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THE 8 TYPES OF FUN AS MOTIVATIONAL FACTORS IN A TRADITIONAL ENGLISH AS A FOREIGN LANGUAGE CLASSROOM AT A UNIVERSITY

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In the ever-evolving framework of education, one constant challenge faced by educators worldwide is the issue of maintaining and enhancing student motivation. In today's fast-paced and technology-driven world, students' levels of engagement and enthusiasm for learning can often fall short of what is desired by teachers. This lack of intrinsic motivation poses a significant obstacle to effective education, as students must be actively involved and invested in their learning process to derive maximum benefits from their academic endeavors.

The impact of learners' enjoyment has been touched upon in an endless number of research papers and practitioner-based reports. The COVID-19 pandemic created the need to investigate the variables that make online learning appealing and pleasant [1] to keep students engaged into learning activities with no one overseeing them directly. It has already been established that the design of fun and engaging teaching activities is a significant factor enhancing students' learning outcomes and sparking their interest [2], and the role of edutainment as a new teaching paradigm cannot be underestimated, as it has been experimentally proved that the 25 % and 50 % forms of edutainment provide the most efficient learning eliciting positive students' response without any decrease of objective educational efficiency [3].

What makes a game “fun”? How do we know a specific type of fun when we see it? Talking about games and play is hard because the vocabulary we use is relatively limited. In describing the aesthetics of a game, we want to move away from words like “fun” and “gameplay” towards a more directed vocabulary [4]. Eight basic types of fun were first presented in “MDA: A Formal Approach to Game Design and Game Research”, by R. Hunicke, M. LeBlanc, and R. Zubec, in 2004. Those types are:

- Sensation – the type of fun focused on engaging the players' target senses directly;
- Fantasy – the type of fun providing a make-believe fantasy world, immersing the player into the gameplay;
- Narrative – the type of fun involving stories that engage the players in the gameplay;
- Challenge – the type of fun derived from the thrill of competition that the players are engaged in;

- Fellowship – the type of fun dependent on the social component of the game, allowing the player to enjoy it through interactions with others;
- Discovery – the type of fun relying on the players' interest and sense of wonder, need to explore;
- Expression – the type of fun focused on the possibility of letting the player to express themselves through the game;
- Submission – the type of fun allowing for the players to build game interaction as an ongoing hobby, rather than an isolated one-time event.

The concept of the 8 types of fun can also be applied to the realm of education to enhance teaching and learning experiences. Each type of fun represents a different motivational factor that can engage students and promote deeper learning. By using these types of fun in non-gamified contexts, such as teaching English as a foreign language, and incorporating them into educational practices, educators can create engaging and effective learning environments that cater to diverse learning styles and interests, ultimately enhancing student motivation, engagement, and knowledge retention.

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