

Digital game based learning in Second language: the influence of videogames in learning vocabulary.

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Abstract

Digital game-based learning (DGBL) is widely used for the aim of achieving anticipated learning outcomes. However, it is an undeniable fact that organizing interactive classroom environment is likely to be difficult, since we have begun to utilize these new method recently. It is argued that providing students with videogames in various reasons and context such as improving reading, listening, increasing willingness to communicate, or writing messages, learning and memorizing vocabulary is the best way to interact and collaborate in particular field Tolia, Exadaktylos, & Slattery, (2004).

Key words

Digital game-based learning (DGBL), second language acquisition, anxiety, affective filter hypothesis, interactive method, empirical evidence

Introduction

There are an increasing interest in learning through digital games and it has already been well-known for a great number of today's learners because it becomes a way of communicating, getting enjoyment, expressing opinions. As it is known that videogames usually include colorful images, background sounds, texts and messages, and are often played by group of learners. Additionally, learners can get complex experience according to growing difficulties in tasks, that can differentiate from ordinary textbooks. Environment which is digital, interactive and complex make learner become involved in the game.



More recent evidence (Gee,2007; Papastergiou, 2009; Prensky, 2006; Squire, 2003) highlights particular types of videogames are handful to students. Wide range of technologies especially digital games give permission to change technique of old traditional teaching into more interactive modern and powerful game based teaching.

Recent years there are several researches have been conducted on identifying the affect of digital game based learning and all of them have proved its effectiveness.

The aim of this research to focus on broadly vocabulary side in second language acquisition with the help of videogames in the classroom environment.

In the first section, methods on using digital games in teaching is revealed and given examples, views by multiple scholars on this field.

In the second section, author moves to research based part by taking participants and explain what this survey is about, what results are , and provides discussion and findings. In the last point conclusion and further implications are taken.

Methods

Digital game based instruction is proved its superiority to traditional way of teaching in providing interactivity. furthermore, while playing videogames, interaction is considered safe. Krashen,(1982), cited that if the student has less anxiety and low affective filter, acquisition can happen. In terms of the affective filter hyposesis, there is potentiality in videogames to create ideal environment in language learning. The learners often feel inhibition, anxiety which cause to prevent from communicating yet videogames is the interaction without seeing oneself and willingness to communicate can easily happen. Another important advantage is allowance to repetition. If the learner makes a mistake she/he can make it correct by repeating or replay as much time as needed.

Game provides suggestions active participation, losing face to face communication , gives rewards and inspiration to walk forward, widens horizon, develop problem solving skill.

The affect of digital games on vocabulary.

It is obvious that having enough vocabulary knowledge makes way to understand another speakers ideas and express own opinions. Cardenas, (2001).

As vocabulary is an essential aspect of language learning, it is a must for teachers to utilize, create useful and effective ways of teaching with the help of proper strategies and techniques in order to enhance and make vocabulary rich for comprehension. However, it can be found some teachers are still using an old form of teaching method for recalling . it is considered as limited isolated teaching vocabulary, therefore learners come across numerous challenges while choosing right word, memorizing, understanding meaning. According to Decarrico (2001) it is not the best way to know words without comprehending Demand for using novel method in teaching and increasing vocabulary is growing for the time being. Teachers are instructors they should guide students with proper teaching method, to be more precise, interactive method in teaching vocabulary has already proven itself that it is much better rather than traditional way (Costica, 2015). Now it becomes trend for teachers using computer assisted language learning, dramas, games, role-play, interviewing(Rohani&Pourgharib,2013).

Games are referred to organized set of activities that has its own peculiarities, particularly several rules, multiple players, and competition between them, tasks and language in both spoken or written forms in *Longman Dictionary of Language Teaching and Applied Linguistics* (Richards, Platt, & Platt,1995,p.89). Indeed, some scholars, Pound (2005), Wright et al. (2005), and Zheng (2008), mentioned that there are several merits to use games in language learning. It improves self-confidence, self- esteem, as well as motivation.

Research

Research was conducted on 4 participants who are pre-intermediate to intermediate English level at the university of Uzbekistan. These 4 students who are at the age of 17 – 19 (2 females, 2 males) have done all three activities. Additionally, all participants took

proficiency tests and they showed different levels one from pre-intermediate, three from intermediate. Any participants never took part in these kinds of videogame before and nobody could predict what the game itself and what could be asked from them.

An hour was assigned for this videogame in each day called “I like English B1” computers were provided for each participants in IT(informational technology) classroom where allowed to access to the Internet Participants were not permitted to closely to each other, nevertheless, they were able to use resources on the Internet in order to do given tasks. “I like English B1” consists of 36 lessons aimed to enhance mainly vocabulary knowledge with the help of reading, grammar, video section. It is decided that for the research, only 3 lessons at the beginning were taken and given an hour to complete all tasks. The lesson began with reading part and there was a short text related to 1st lessons theme if the students push the button at the bottom side, they could hear audio form. It took only 2-3 minutes however, time was counted for the whole lesson. The following one is video part, participants watched a minute’s video then moved to vocabulary section there were provided some words that based on shopping. Afterwards, participants did 3 activities and wrote translations of words, phrases, derivations. The last section was for grammar with 15 multiple choice questions. Then they checked all done tasks, teacher wrote results of every students.

Other days kept on in the same order with the first lesson.

The themes of each lesson are following:

1. Family and shopping
2. Teens and shopping
3. Home and house
4. Hating habits
5. Travelling



Course Overview: I like English B1 SUPER COURSE. Lessons 1-4, 5-8, 9-12, 13-16, 17-20, 21-24, 25-28, 29-32, 33-36. Includes 'Play all' and 'Irregular verbs' buttons.



Lesson 1 Family shopping. Activities: Vocabulary, Reading, Video, Vocabulary list. Includes a 'Score' button.



Reading: SHOPPING with MUM. Text: "Going on a family shopping spree is one of the few times my mum can count on me and my teenage sisters to get up early, without encouragement. At 6:30 a.m., I'm awake and getting dressed, unlike school days, when she has to call me again and again. Since a big spending spree requires most of the day, I wear comfortable clothes. Mum makes sure the car is full of petrol, then stops at the bank and gets some cash. Oh, and she never forgets her credit cards. They're essential, so is the aspirin. (Even if she's having a great time, spending money gives her a headache!) My favourite shopping mall is Westfield at Shepherd's Bush. Mum says rules are essential if we want to enjoy the experience."



words	phrases	derivatives	Translation
encourage	- encouragement	★ 1	
experience	- experience	★ 1	
require	- requirement	★ 1	
tradition	- traditional	★ 1	



words	phrases	derivatives	Translation
awake		★ 1	
cash		★ 1	
comfortable		★ 1	
count on		★ 1	
credit card		★ 1	
earn		★ 1	
encouragement		★ 1	



words	phrases	derivatives	Translation
drive sb crazy		★ 1	
give sb a headache		★ 1	
go on a spending/shopping spree		★ 1	
have a great time		★ 1	
have the final say		★ 1	



Vocabulary 1. Question: Ben _____ my party. I wish I had _____.

Options: a) ruined, b) required, c) earned.

Buttons: CHECK ALL, RESTART.



Grammar 2. Question: Why _____ you constantly _____?

Options: a) are ... interrupting, b) do ... interrupt.

Buttons: CHECK ALL, RESTART.



Researchers asked 8 questions related to their electron game experience, if they had preconceived knowledge on this game, and if they have willingness to continue videogames in the future classroom. Participants should have chosen response on 7point scale(table 1) from “absolutely agree”, “partly agree”, “completely disagree”. “I was not aware.”, “I do not like”.

TABLE 1

1. I liked playing this game
2. I want to see this game in the future activities.
3. I could not face any difficulties related my language level in English
4. I faced difficulties related my language level in English
5. I took part in actively in activities.
6. I preferred to game based learning rather than traditional one
7. I got knowledge from tasks together with learning how to play CP
8. I did not have prior knowledge on “I like English B1”before.
9. “I like English B1” helped to learn new vocabulary.
10. this game motivated me to learn English language more .

Results

Conducted research results indicated all participants gave positive responses toward games whereas generally speaking , scores in first and second lessons were not so high as third, fourth, fifth lessons.

In terms of questionnaire which were scaled in 7 points, the highest score constituted in Q 2 (F= 13, M= 14) that asked if a student wants to see this game in the future activities. The second highest result experienced in Q6 (F=8, M=9)that asked whether they preferred to game based learning rather than traditional one. The lowest result saw in the Q3 (F= 3, M= 6).

participants assessed that this game not only enhance vocabulary but also it is not separated from reading, listening, grammar. There is no any misconceptions in the explanations of tasks. it is considered that background colour, animations make learner interested on activities more. However, it is said that given time was not enough because grammar part took a lot of time.

Vocabulary results

participants	Leeson 1 20 vocabulary Questions	Lesson 2 25 V questions	Lesson 3 25 V. Q.	Lesson 4 20 V.Q	Lesson 5 25V.Q
Female 1	10 right answer out of (/) 20	13	15	16	17
Female 2	12	22	20	17	22
Male 1	14	21	19	16	23
Male 2	11	22	20	15	24

Grammar result

Participants	Leeson 1	Lesson 2 25 G questions	Lesson 3 30 G. Q.	Lesson 4 25 G.Q	Lesson 5 30 G.Q

	30 Grammar Questions				
Female 1	15	17	19	20	21
Female 2	17	20	24	25	27
Male 1	19	20	23	25	28
Male 2	20	21	25	25	28

Results indicated that female 1 found less answers than other because her level is lower which is pre intermediate. However, she enhanced her vocabulary knowledge and motivation to learn new words and grammar with the help of this videogame she said that it was really hard to her to adapt and learn something then it changed, indeed she showed continuous increases in vocabulary and grammar. Anxiety prevented from thinking fast, in some situations she lost her confidence

Other learners have the same level of English and they show good results. According to their opinion digital game based learning is beneficial in classroom environment. They said that their risk taking critical thinking assisted to find answers

Further implications.

This study investigated vocabulary learning with the help of DGBL and influences of it in classroom activities. Research showed clearly the impact to students outcomes differently

It would be better if scholars explore characteristics of learners in playing videogames since it is worth to investigate in future researches. It may make ways to work and learn for better outcomes in DGBL Additionally, in the past numerous studies were conducted in the field of improvement of collaboration (Peterson, 2012), communicative competence and socialization(Thorne, Black, & Sykes, 2009), motivation and its types(Peterson, 2006), willingness to communicate (Reinders & Wattana, 2012), I suggest that in the future scholars should do researches on these fields connecting with DGBL.

Conclusion

This research was investigated to find empirical evidence whether there would have been effectiveness using in second language classroom. “ I like English B1” videogame was played within 5 days by 4 participants. They engaged in different vocabulary, grammar activities and short story and video were provided to understand vocabulary and grammar sections well these videogame proved itself showing better results. It is important to note that it was more beneficial than the traditional one. All players claimed that they took pleasure more than traditional teaching method. There were not found gender difference whereas level, age differences were in playing videogames. This study showed that DGBL has the power to motivate students to learn. In addition to this, there were also found individual differences, it was more helpful for learners who were risk-takers, self confident.

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