DIGITAL GAME BASED LEARNING IN SECOND LANGUAGE ACQUISITION

Badalova Muazzam Ali qizi
Teacher Tashkent International University of
Financial Management And Technologies

Abstract

In the process of language acquisition, digital games are regarded as one of the essential parts to develop collaborative learning and problem-solving skills. It is generally agreed that DGBL is an effective tool to motivate learners to obtain second language by fostering the learning process and make the lessons more enjoyable. Therefore, it has pedagogical and theoretical objectives to interact with students and keep balance between educational value and fun. To be more accurately, numerous researches have been investigated innumerable effects on using digital games during academic performance. In the past decades, the area of applying digital games has increased dramatically.

Keywords: Digital game based learning, Kahoot, Quizizz, Quizlet, educational purpose, productivity, game based approaches, cognitive development.

Introduction

For several decades DGBL and the utilization of video games have been an important issue in education context. Particularly, it has a strong stimulus to obtain foreign language by easing all aspects of a language and structural grammar. The reason is that « player's demonstrated better comprehension of the conflict's complexity, an ability to consider problems from a broad perspective, and higher levels of personal involvement in learning»(Egenfeldt-Nielsen & Buch, 2006).

The value and the role of digital games have been recognized as a profitable tool which makes the learner to understand the core unit and supplementary materials during the class together with the experience of digital literacy, reading and the theory of language. As Backlund & Hendrix (2013) stated that 'there is no longitudinal study in the field showing the contributions of the games into language learning progress‖. Importantly we can say that applying such games are not only associated with young learners but also for adult learners with providing serious games as well in which to develop their academic skill and cognitive abilities through practical gaming. According to Alexander, Eaton & Egan (2010) states that there have been three major approaches in DGBL which come out to the literature over the last decade. They are the separatist approach, the integrative approach and the transfer of learning approach. Utilization of these approaches helps to language acquisition and fosters the learning process.

Material and Method

1. Separatist approach
2. Integrative approach

According to Alexander et al..,(2010) the separatist approach concentrates on the skills and abilities such as analytical thinking, implication, discrimination and rules following through involving with electronic games. This approach shows that playing video games have profitable experience and result that foster teaching and learning effectively. As Jane McGonigal (2011) notes that "reality is broken" and those electronic devices are getting better the lives; changing current gamers to the specialist cooperators, issue solvers and world changers‖. Though it is pointed out that this approach has considerable income, there is little empiric belief on L2.

The integrative approach in DGBL pays more attention on the use of digital games to teach specific content (Alexander et al, 2010). It shows that there have been different samples of using educational games that joined together with academic learning to create better results for learners. It might be a tool to increase a range of vocabulary or facilitate writing complex words in target language that may learner face during academic curriculum. However, some views in integrative approach claims that there is lack of existent facts to produce learning objectives in class. As Hanus et al (2009) note that it has a risk of electronic games that it destroys the objectives of the content or gives a lot of profit.

The transfer of learning approach aims to analyze the DGBL and how to involve learners in the game and how to apply it in the classroom. According to Alexander et al. (2010) demonstrated special features of digital games such as narrative structure, qualities of characters, vivid pictures, affective engagement, events, the construction and acting as well. Consequently, such factors can be motivation to engage the learners in the game and develop their cognitive skills. As Farber (2015) claimed that the role of a teacher is very important while applying digital games in class that teacher should have more awareness the way of using games.

Obviously it is considered particularly important that teachers should support and be more attentive during the game. That does not mean that teachers should play together but also keep an eye to the students' critically and analytically in order to achieve academic purpose for the given topic.

Research design and Result

In this section, there is a way how to apply mixed research design about the pedagogical and technological interaction of the participant which was developed by McKay, (2006); Yildirim & Simsek, (2013). First of the participant took part in the interview in order to identify her background knowledge of English such as her strength, weaknesses, motivation and achievements. The interview consists of 10 questions which were lasted for 12 minutes. The transcript of the interview is given in Appendix II.

The main database for this was vocabulary knowledge test and the answers according to the contribution of digital games to the development of language learning. In order to identify the participant's interaction with digital games, the test was taken into two forms: offline and online mode. More specifically, in offline there was a paper based vocabulary test which was consists of 14 questions and same test was given in online by using digital game which was named "Kahoot". It is a platform which was used to in educational purposes. It is a kind of learning game that is generated for multiple-choice questions and quizzes which can access via Internet. The duration of the time for both tests was 20 minutes.

Following this, a vocabulary learning strategies scale was used which was developed by Kocaman and Kizilkaya Cumaoglu (2014) for reliability and validity of the given topic. This scale was taken only for language acquisition that including technological items for strategies of compensation. It is composed of 20 items at 5-point Likert scale and the participant should respond by giving 1-5 points (1=strongly agree; 5=strongly disagree). In the current study, findings were compared to the participant's achievement. The duration of the questionnaires were lasted 15 minutes.

Next, the participant was evaluated with semi-structures interview which was based on the notes during the game session. She was interviewed on her overall evaluation of the game if she found the digital game effective or not, she progressed in the vocabulary skill in the target language or not. Furthermore, the interview was about the time spent on digital game, encountered problems and game exercises, language level of the game content, technical features such as difficulties, attractiveness, and its design and background voice. The questionnaire was taken with 10 questions which were lasted about 12 minutes. The participant was asked if using digital games were appropriate in her teaching in the future.

Conclusion/ Further Implications

Now that we have looked at the entire data meticulously, one can infer that the usage of DGBL in the language acquisition process is highly recommended. Importantly, it should be conducted to apply for further language skills and different languages to enhance DGBL. The reason is that digital games are the powerful tools which can engage the learners' attention fully into the given topic. Just we need to keep balance and correlation between game and the topic. The development of technology has dramatically increased the use of digital games in the sphere of education in result DGBL has been connected into our daily lives. As a result, numerous scholar and researchers have been interested in exploring the innumerable benefits of digital games in the field of education. This paper has also revealed potential benefits of DGBL, its enhancement, role of collaboration and also offering new way of learning environment.

It is important to mention that more research is needed in the area of DGBL. It should be expanded in the books, articles and implementation into practice. Findings show the positive outcomes of digital games that all classrooms should be organized in a way in which the digital games will become inevitable part of the lessons. However, it is obvious a lack of opportunity to apply digital games and its tools into the whole process. For instance, deficiency of technologies, bad connection of Internet makes the game-based process more difficult and ineffective. As surveys keep on along this side, the effective utilization of digital games can progress dramatically.

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