

# Advantages of Mobile Gamification in Learning English Language

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**Abstract:** The intention of this paper is to bring out the advantages of mobile gamification in learning English language. The gift of 21<sup>st</sup> century is the advancement in technology and the development of novel language learning methods and techniques. This study investigates the recent trend of learning English language through mobile gamification. This modern era is a birthplace for many new-flanged English language teaching technological apparatus. The eventual purpose of this paper is to throw light upon the gaming applications and its effectiveness in teaching and learning English language.

**Keywords** - Mobile gamification, English language learning, Technology, Advantages, Gaming applications, MALL, Cutting edge learning.

## 1. Introduction

At this cutting edge age, learning English language, has not only become a need, but it is a present epoch's trend in specific regions of this society. Language is an individual's fundamental right, there is no law so far that an individual ought to learn just a couple of languages. Each nation have their own extraordinary language yet just a single language, English language is utilised regularly to impart and to share thoughts all through the world. Globalisation has driven a umpteen number of people to move quicker and team up with one another for the greater part of the connection and that move has made a huge interrelation between them over the previous decades. The core reason for globalisation is because of the inevitable growth of technology and transportation from one country to the other, this has finally paved way for one international language (English language) for communication across the globe. Such advances have accomplished in a resuscitated and developing enthusiasm for leaning a foreign language (Schlueter, 2019).

The advancement in technology has enhanced in formulating novel technological tool in teaching and learning process. The modern era proves that the development in technology is appreciable but using technology as a learning tool is a growth in itself. The avant-gardeaeron demonstrates that the improvement in innovation is appreciable however bringing innovation as an effective learning device is a development in itself. The improvement of innovations have modified the profiles and needs of learners and students, today the learners are well versed in handling technology due to these drastic changes, language instructors and trainers are looking for better approaches to educate and to fit the changing necessities of learners and students in teaching a new language (Turan & Akdag-Cimen, 2019). The technology has brought a sudden shift from the traditional way of teaching to the modern way of teaching. The flourished technology is the reason behind the upgradation of the language teaching system. The language teachers become competent in technology and so they go hand in hand with the technology to use the updated techniques to teach English language. It is a broadly known reality that learning another language involves time, continuance, and practice (Han, 2015).

Language specialists have indicated that learning another objective language is a difficult issue (Akbari, 2015). At the start of learning a new language the learners undergo several difficulties like anxiety, fear and stress while using a new language other than the mother tongue. Hence, the language learners must have the option to include in different activities so as to improve comprehension of the new objective language for viable and positive learning results (Ardoiz García, 2017; Turan & Akdag-Cimen, 2019; Wong & Nunan, 2011). Thus, teaching and learning methods to the upcoming language learners with the active teaching methods will be more effective than the traditional classroom routine teaching. In learning new language, in this significance, dynamic learning strategies are more proficient and successful than customary teaching techniques (Dehghanzadeh, Salimi, Dehghanzadeh, & Azizi, 2016). The growth of language teaching techniques in this modern times are measureless. From the old chalk and talk method to today's computer and mobile teaching and learning process the English language teaching has reached its pinnacle amplification.

English language teaching in other countries follow advanced techniques and methods, but India being a developing country invites and accepts the innovative changes in teaching and learning methods. English language being the official language in India adds more significance in training the language learners in every institutions. The radical and extreme development of technology encourages the people to adapt the newness in their daily lives since it is user friendly and most of the institutions help the students to use the technology in a right way, in keeping them engaged in the additional online activities.

One of the most important language learning is Computer Assisted Language Learning (CALL). CALL has built up itself as a recognisable and productive region of request that adds to the language training network. From the early momentous execution of centralised computer computers for language guidance, to the ongoing front line advancement of coordinating artificial intelligence (AI) and intuitive virtual condition into language learning (Kallioniemi, 2015; Vazquez, 2017). CALL has seen the undertaking of abusing innovation for strong and important language learning and educating from researchers over a time of over fifty years. The changing scene of CALL uncovers that change is the main consistent in this field. Not exclusively is the innovation developing quickly, however the specific situations, the methods, and the objectives of language use are in like manner not, at this point fixed (Chun, 2016; Kern, 2014). CALL has paved a broader way for the other technological-based language learning and teaching.

The other development of technology in learning is Mobile Assisted Language Learning (MALL). MALL has been utilised to a great extent and its been an intriguing field of exploration for researchers from the earliest starting point of 21<sup>st</sup> century. One part of the MALL has emphasised to a great extent and has been accentuated in various examinations is the versatility of gadgets that permits clients to have boundless access (Cherian & Williams, 2008; Chinnery, 2006). An umpteen number of language learners have used MALL and have found it to be productive. Kennedy and Levy (2008) found that countless English language learners who have utilised the MALL in learning vocabulary saw it as very valuable and animating.

The objective of this paper is to bring out the advantages of mobile gamification in learning English language. The 21<sup>st</sup> century in its extended metamorphosis in technology has made the all the citizens to 'netizens', hardly people do not use mobile. Many institutions encourage the students to use mobile and technology for their education purpose. Thus, technology has become a part and parcel of our lives. It is flabbergasting to understand how people especially students easily go hand in hand with the recent technology without refusing the change. In the recent teaching and learning trends, mobile gamification is a open platform to educate oneself in every aspect, especially in learning English language and to master all the skills.

## 2. Theoretical Background

The term called 'Gamification' was coined by Nick Pelling, a British-born multiprocessor programmer in 2002 and by 2015 gamification became a well know aspect. It was first used among the business people to motivation them and later the language specialists started to use gamification in teaching English language to the learners. Teaching and learning language in the form of game making the English language learners learn fast with enjoyment. In gamification based learning, the components and ideas of games can be consolidated into instructive substance that helps in teaching and learning another language and to significantly increase the learning levels by and by (Kapp, 2012). The more development in technology brings more birth to new-flanged language teaching methods. Gamification based learning is increasingly popular in this 21<sup>st</sup> century since learning language through games is not restricted to one group of people. A survey of the writing shows that gamification is contended as a pleasant, connecting with, rousing, and fruitful approach to become familiar with another language as a second language or foreign language (Lui, 2014; Munday, 2016; Nahmod, 2017; Perry, 2015; Sundqvist & Wikström, 2015). As a result of utilising game components in the non-gamified learning situations can expand the premium and inspiration of students to get familiar with another dialect (Wu and Huang, 2017; Kingsley and Grabner-Hagen, 2018).

Mobile gamification learning is not a teacher centered method, in the teacher centered classroom the students does not feel free to interact and to put forth the doubts and questions. One of the dynamic and learner-centered encouraging techniques is gamification-based discovery that has come out as a result of logical endeavours to satisfy the needs of the cutting edge time and has been grasped by analysts, specialists, and instructors (Kapp, 2012) and from 2008 was utilised in instructive settings (Jakubowski, 2014). The gamification based learning is effective because the English language learning is not made through the process of learning, drilling but learning is made through games and fun. Programming portable applications can fill in as such "trigger" to change people's mentalities and conduct (Deterding, 2011; Gartner, 2014). Gamification has been appeared to draw in and rouse students when utilised appropriately in or outside the study halls (Lee & Hammer, 2011; Muztean, 2011). Gamification consolidates both internal and external inspiration to raise client commitment and furthermore impact their conduct towards learning. The mobile gamification learning encourages the learners to learn English language in a better way.

This paper focuses to bring out the merits of learning English language through the mobile gamification. Each and every technology based teaching and learning has its own merits and demerits. But technology based learning is more effective than the traditional way of learning the language. Mobile gamification helps the learner not only to master in one particular skill but enhances to learn all the skills.

### 3. Statement of the Problem and the Research Question

This paper is attempted to bring out the positive views of mobile gamification language learning. But there is an inevitable threat and fear to encourage the young learners to use mobile because of its disadvantages. In many rural areas, where the people are benighted in technology does not invigorate their children to operate mobile and other technology based language learning. Everything in this world is a potpourri of both good and bad. To ensure safety in the institution the language trainers should have a careful watch over the language learners and at home the parents should take responsible to help the children learn the right thing. The language learners should be educated to choose the right and the wrong this will enhance the learners to employ the available learning opportunities effectively without wasting it.

This study will answer the research questions such as

1. What are the mobile gamification applications in learning English language?
2. What are the advantages of learning language through mobile gamification?

### 4. Mobile Gamification Applications

Mobile gamification applications are effective in inculcating English language into the player without any restriction of any age group. Learning a second or foreign language through the stress free medium enhances the language learners to learn better and remember the learnt lesson for a long period. Games and gamification can assume a significant instructive job in making a fun and tranquil learning condition for language learners (Arnold, 2014). Analytical corroboration shows that learning another language is more fruitful and successful across games than non-game learning situations (Purgina & Blake, 2019; Zarzycka-Piskorz, 2016). Thus mobile gamification can make the language learner more comfortable and also help them to learn language easily.

The mobile gamification applications are TED-Ed, Khan Academy, Tinycards, Blinkist, Memrise, Sololearn, Duolingo, Zondle, Edmodo and Brainscape.

#### a. TED-Ed

TED-Ed gamification application is built for youth and training activity which intends to commence and encourage the thoughts and information sharing of teachers and the students throughout the whole world. Everything TED-Ed does bolsters learning regardless of whether its delivering a developing video library of unique vivified exercises, giving a worldwide stage to teachers to make their own intuitive exercise plans, helping inquisitive learners far and wide carry TED to their schools and increase introduction proficiency abilities, or celebrating imaginative administration inside TED-Ed's worldwide.

#### b. Khan Academy

Khan Academy is an application available for free build by an American with the motive of educating the willing participants. This application provides world education for anyone and can access it from anywhere. This app propounds instructional videos and practice activities and also has the records of the performer to push forward in learning. It offers practical exercises that encourages the learners to practice the learnt lesson. It also personalises dashboard, it shows the growth of learners and helps them focus on the weak side.

#### c. Tinycards

Tinycards is a mobile gamification application. It uses the flashcards learning method, it also gives spaced repetition and various programmed learning techniques in order to enhance the app users to recollect the new material on diverse subjects. This gaming application drills the learners with the revision of the past lessons. This app also encourages the learners to create their own flash cards for the new lessons, which helps to improve learners' creativity. This application enables the students to memorise anything while playing.

#### d. Blinkist

In this fast moving world many teachers as well as the learners are unable to read their favourite book or the academic book. Blinkist is an application where the summary of the books are available, it spotlights the key points and describes clearly to the listener. This application improves the listening skill of the learner. This application is of great use to the people who are visually challenged and people who live a hustle bustle lifestyle. Applications similar to this make learning easier and better.

#### e. Memrise

The Memrise application is a language learning gaming app, it has for about 150 languages in 25 languages across the world. This application helps the learner to learn the language soon and face the world and its challenges. There are thousands of videos by the native speakers which will improve the learners to procure the native pronunciation and intensifies the rate of learning. It can be customised according to the learners need in language learning. Effective gaming is implied to train the learners.

*f. Sololearn*

Sololearn helps the learners to learn various programming language through the short video clippings. This application provides quizzes after each and every video this helps the learners to remember the learnt portion in their memory. This is a creative crowd, interdisciplinary learning platform. Applications like sololearn breaks the traditional way of teaching and gives insight to the student-centered teaching.

*g. Duolingo*

Duolingo is a gamification language learning interpretation stage where the learners progress through a few levels. It can be worked in iPhone, iPod Touch, iPad, and Android. It covers the territories of talking, tuning in, syntax and vocabulary that are essential for L2 learning and substance is constantly introduced in entire sentences. The language learners can choose between six languages including English, Spanish, Portuguese, Italian, German, and French. The input is quick and the student can get through without much of a stretch track progress. Instructors can utilise it as a feature of day by day schoolwork. It persuades understudy driven work alongside correspondence and coordinated effort.

*h. Zondle*

Zondle is a Game Based Learning stage that consolidates gamification. Utilising it the instructor can make tests and has a lot of substance to inspire the learners to learn through game environment. The learners will be engaged in with the games. Most of the teachers use it as a prize. It's extraordinary for schoolwork and practice. The Zondle experience benefits the language learning guidance dependent on the activities and tests it has. Additionally the advancement following and different components like symbols, leaderboards, and zollars, which are components that increments or diminishes dependent on the responses to the tests and the commitment. The language learners can utilise Zondle through internet browsers, cell phones and tablets

*i. Edmodo*

This application is a sheltered long range interpersonal communication stage for training with gamification components like identifications and journeys. It very well can be implied as an expansion of the study hall for every single instructive level. The learners can remark on the posts, submit tasks, and keep tabs on their development. The teachers can post surveys, open conversation sheets, structure tests, and post task. It's an extraordinary propelling apparatus for the language learners since it advances synergistic learning, collaboration, and guardians have a record where they can get feedback from the teacher. Furthermore the language learners can work on spelling and sentence structure through conversational postings and could make separated guidance through little gatherings and shared organisers. Edmodo works with any Web program, iPad, iPhone, iPod Touch, Android, Windows Phone.

*j. Brainscape*

Brainscape is a web based and versatile application stage, which coordinates adjustable feedback sheet to follow the student's progress. The technique is known as certainty based repetition. It's an extraordinary enhancer and inspiration for the learners to learn the vocabulary. Furthermore, it gives programmed input, fortification and explicit expressions in the objective language alongside sentence development. Sound is accommodated the language cards. It requests understudies to ponder their learning.

## 5. Advantages of Learning Language through Mobile Gamification

The technology has become the indispensable part of language teaching and learning process (Wulandari&Pasaribu, 2020). In this trendsetting epoch teaching and learning without the use of technology in English language teaching is impossible. Widespread smartphone brought the rise in mobile gamification, thus the language trainers understanding the present generation's rapid growth in mobile phones and technology formulated gaming applications that can be useful for the learners. Smartphone has become one among the basic needs like food, water and shelter. Comparing a laptop carrying mobile is compatible and easy to carry. There is a solid bond between mobile gamification and rising innovations. Everything begins with its definition which can be synthesised as the utilization of game mechanics in non-game related settings (**Deterding&Nixon, 2011**). The language learners can easily flip into their smartphones to equip themselves in any language skill they wish to learn without any stress. The English language learners are easily motivated as the game they play provides the badges, trophies, progression charts and scores. This sort of remuneration happens in games where the player can unblock extra exercises or levels after effectively achieving the past ones. Prizes advances an extra duty and commitment by the player (**Glover, Campbell, Latig, Norris, Toner and Tse, 2012**) and that is one angle which is persevered in L2 learning. At last, accomplishments are freely demonstrated symbols, or the

supposed identifications, in the player's online profile. They are seen as the mix or mix of the recently referenced prize classes. The combination and utilization of identifications, each with an alternate importance, has developed enormously to some extent to the advancement of game consoles and web based gaming. For the L2 student inspiration shows up in the method of acknowledgment or mixing in. On the off chance that they get the acknowledgment they will be inspired to move to another level or arrive at an extra prize. The last essential component actualised in games is movement. As per Dickey (2005), movement is a significant component for games. Thus, the mobile gamification helps the English language learners to move forward in learning and are capable of equipping themselves through the applications. The language learners do not show their interest of learning language in the classroom as they have a stressful environment. But the mobile gamification paves way for the language learners to learn through games anywhere and anytime.

## 6. Conclusion and Limitations

Mobile gamification in English language learning has its own merits and demerits, but the researcher has emphasised the advantages. There are several online platforms where the language learners can improvise the English language learning. The gamification enables the language learners to go extra miles to learn more because of the rewards. Though there are many positive sides in mobile gamification needed precautions should be taken as there are chances for misuse. There are various trends that can be worked together with the collaboration of mobile gamification. The demerits of mobile gamification and technology can be amalgamated.

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