

THE INFLUENCE OF ONLINE LANGUAGE LEARNING COMMUNITIES ON MOTIVATION AND ENGAGEMENT IN PRACTICING ENGLISH SPEAKING

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Abstract: One of the major obstacles to learning English is the monotonous drilling and rehearsing that saps learners' motivation and causes them to feel frustrated. This article makes an argument for the motivational effects of integrating online gaming into conventional learning settings. Firstly, it reviews the definition of game-based learning and then take bloom's taxonomy and effective game design elements into account.

Keywords: Game-based learning, English language learning, Motivation.

INTRODUCTION: Technologies today have fundamentally altered how people obtain information, communicate, and even approach learning. Students have easy access to technological devices and can engage with diverse media for longer periods of time. Under this high exposure to digital devices, even younger kids are familiar with online resources and video games. Technologies have dramatically changed the way people gathering and analyzing information. In traditional classroom setting, teachers need to take care of everyone's needs and consider the time efficiency so that majority of classes are lecturebased and teacher centered. It can be challenging for individual learners to find differentiated instruction that caters to their unique interests, requirements, and language skills. Speaking, listening, writing, and reading cannot be separated during the acquisition of a second language. As teachers, it is our goal to fully develop each student's speaking, listening, reading, and writing skills. All children learn their mother tongue from an early age, and their oral and listening skills develop before their reading and writing skills. However, second language acquisition shows various patterns. For young English learners with little literacy in the home language, basic oral language competence is likely to emerge earlier than competence in reading and writing [1].

MATERIALS AND METHODS: It also discusses the distinction between gamification and game-based learning which game-based learning using visual design and other functions to make same topic become more interesting and engaging. Plass also includes "game mechanics," "visual aesthetic design," "narrative design," "incentive system," "musical score," and "content and skills" as elements of game design for learning. [2]. By implementing those potential effective and game design elements, the learning environments can be more engaging, effective, and interesting. According to Bloom [3], learning can be achieved in subsequent level. For the bottom level of learning, learners are able to remember and understand the basic contents through memorization and repetition or explanation and identification... On top of that, learners can apply and use the previous knowledge in new contexts and make connections among ideas. In my game design, students first acquire knowledge of things like sentence structure, frequency words, story elements, etc... Then they spend time comprehending how vocabulary work in different scenario. Once they've done that, students can solidify understanding by applying what they've learned in sentence or story making.

RESULTS AND DISCUSSION: Students can play it in formal classroom setting or informal home setting. The advantage for using this game in the classroom is that students are capable of sharing their thoughts and experiences with peers. Teachers can also help students who finds difficulties on using certain functions or buttons of game. The typical school classrooms got disturbed by students' getting up, or standing in rows and shout out answers. Games are very eye-catching compare to the slides on

the board and easy to maintain younger users focus. On the other hand, students can also get parents' help as well if they access game at home. It is easy for parents to track their language efficiency and mastery of vocabulary.

In terms of media selection for learning, we need to consider learners' learning strategies and type of knowledge. The type of learning theories can be classified into three main domains: behaviorism, cognitivism, and constructivism. The behaviorist's aim is to get the desired response from the learner when presented with a target stimulus.[4]. While Cognitive theories help learners organize and relate new information to their existing knowledge. The goal of learning game design is letting students not just to exhibit previous knowledge by recalling facts, terms or answers, but also demonstrating understanding concepts by organization, translation, interpretation, etc. Moreover, they can even solve problems by applying knowledge, rules in a given situation. In Yilmaz's article, he summarizes the implication of Vygotsky's social cognitive theory on instruction that It should present students with real-world challenges so they may work through problems and advance, followed by individualized assessment. Unlike other medias like VR, AR which are too complex for younger learners to operate, online games using self-adaptive system to better matching individual needs and interests. Through playing the build-up level vocabulary games then using those words to build sentences, students can develop their writing and reading skills at the sametime.

Students can easily access to this online game through multiple electrical devices by using iPad, computer or even mobile phone. However, larger screens are highly recommended for younger users since it is better for their eye-sight. The key element is WIFI and internet connection so that online games can function well with stable and reliable network. Nowadays, many schools provide digital equipment for students to use for researching, gaming, testing and project designing. In this case, students can access this game both at school and home. With this easy accessibility, teachers and parents are able to know individual's proficiency level. Instructors can make modification and adaptation in lesson planing and better targeting their deficiency in language learning.

The entire game's design combines words, sounds, video, and images in addition to the word format. It offers chances for both verbal and figurative deciphering. Students can improve their reading and listening skills by employing audio and visual aids when using multi-media. Younger users, who lack solid foundations and grasp of the target language, really need and require those services. Their perception and assimilation of knowledge can be supported more effectively by visual and aural examples.

CONCLUSION: Although views on using online games in second language acquisition are varies from person to person, the researcher tends to believe that the affordances of online games will develop students' reading, listening, writing and reading skills in a motivating and engaging way. Online games works effectively to eliminate the boredom and frustration in English vocabulary and grammar learning. With the tendency of widely use of electronically devices, younger learners can access and use this online games in their daily vocabulary learning easily and conveniently. Incorporating gamed based learning in English language learning remain innovative for teachers and students, however, it should provide positive feedbacks on their learning outcomes.

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