MOBILE GAMES AS A TOOL IN ENHANCING VOCABULARY IN LANGUAGE ACQUISITION OF STUDENTS

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Learning must transpire everywhere and regardless of the environment. In these trying times, the educational system greatly depends on the ability to adapt to the changes across institutions to maintain and develop education in the face of crises. In the recent times, several trends was documented in developing cultural and linguistic skills of the students in participating online activities such as synchronous chats, blogging, discussion forums, and even skyping (Godwin-Jones, 2015).

The learners today use the internet for more than just their entertainment; majority, they use it to study and acquire skills that they can learn even outside the classroom, such as using their cellphones. Mobile learning opened up myriads of possibilities for learning in various educational environments, incuding modular, distant, and mixed learning.

In using game as a way for acquiring language, Reinhardt and Thorne 2016) proposed that it is essential to look at the amount and quality of interaction, this includes whether the chosen game has a chat option, player to player engagement and linguistic interaction. Learners of language can have more chances to participate and even practice their language by means of accidental vocabulary learning through these gaming elements.

With the Philippine's current stage of education, the use of mobile devices is surely be of huge help to the expansion of incidental learning. But, it is also important to employ games that includes the target language as possible. Likewise, the games should have a good amount of story. When learners use mobile apps to supplement their repertoire of

vocabulary, they may not regard studying as a duty or a burden, but something that can be realized, supplemented, and achieved while being entertained.

This way, teachers must know the other ways to learn using mobile games for the students to continue learning while perceiving it as fun and engaging. Instructors of English are encourage to games as a springboard for evaluating and discussing relevant concepts in class. Mobile games may be used as an icebreaker, as well as an assessment of, as well as for learning. Teachers and other stakeholders may develop a system for incorporating games into learning with the objective of extending and leveraging their use. Stakeholders may also develop a system for incorporating games into learning with the objective of extending and leveraging their use.

References:

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