Videogame: A Fresh Orientation for Forging Better Gamblers

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Abstracts:

After the wax and wane of different methods and passing from the in vogue catchphrase of that period, investigators came into conclusion that no method is perfect. By the same token, they resolve that a far broader term is required due to those restrictions ascribed to 'method'. Accordingly, Brown (1994a.) [2] defines the term 'pedagogy' rather than 'method' to not only free scholars from the restrictions of method but to open a new horizon for flourishing in language teaching[1]. In a parallel vein, he enumerates several language teaching principles that are the prerequisite of successful classroom; of these worthwhile principles automaticity is of paramount importance. Intriguingly, Brown (2001) [3] expounds that "successful language learners are mostly better 'gamblers' in the games of language, in order to produce and comprehend that is a bit beyond their level"(p. 67)].Woefully, promoting students' risk-taking in classroom is a contentious issue that investigators have never found a pervasive and feasible solution for it. On the contrary, recently scholars have proposed a new line of inquiry for enhancing students' risk taking; their perspectives indicate that videogames can be deemed as a fresh wave for promoting students' level of risk taking. For instance, videogames can cater an unthreatened and familiar atmosphere where students can freely express themselves. What is more, According to flow theory videogames provide a situation that keeps students between boredom and enthusiasm which is deemed as the optimal situation for the maximum participation and risk taking. In order to gather data, 5 Iranian EFL learners who had a tremendous experience of videogames as well as traditional classroom were interviewed. The findings of data display that videogames can enhance the risk taking of students by catering an unthreatened situation. Besides, they have intrinsic and extrinsic motivation to carry on their engagement. Also, they believe that their self-confidence is boosted step by step which can make them way better gamblers.

1. Introduction

Language learning traditionally is a cumbersome chore that language learners should get along with; the traditional methods are not considered as an efficient solution for language learning due to the fact that these methods are laborious and time-consuming. What is more, traditional way of language learning generally tries to benefit from lots of memorization and unbearable drills and practices that are repetitive and tedious. Communication plays an integral role among people, since it can empower them to communicate with different people from different places around the globe. And as a result they can attain their needs. This study aims to propose videogames as a new solution for learning second language. Second language games can cater an atmosphere where students can experience a great deal of input in an intriguing, motivating and stress free atmosphere. Also, players can seize the opportunity and learn language naturally.

1.1 Learning and games

It seems that most of recent investigations in this realm have concentrated on three aspects:1)sociological approach the major goal of which is illustrating how games can have a profound impact upon social development as well as relationships; 2)the influence of learning via digital games(digital literacy); 3)learning with games in schools(Gros,2007) [6].

1.2 Sociological approach

The majority of papers and inquires report that the use of videogames aim to illuminate the current use of this technology and to analyze differences in gender and access (Gros, 2007) [6]. The amount of time that a particular child spends on computer and the activities they do with computer can hinge on age, ethnicity, gender and social class (Gross, 2007) [6].

1.3 The influence of learning with digital Games

Gros(2007) [6] noted that videogames have their own certain traits distinguishing them from other computer products. The content of the medium-as McLuhan (1994) [7] puts it is another medium, because many sorts of content in videogames introduce important modifications. To quote Provenzo (2000) [9], "Videogames are a complex, rapidly evolving form to which most parents and adults pay relatively little attention" (p. 109).

1.4 Learning with Games in School

According to Gros (2007), [6] in recent years a number of studies have been carried out on the use of computers in schools. He goes on to say that these studies intended to investigate whether these games can have any crucial role in supporting educational goals. In his view, the benefits described in the previous section, seem to introduce some tensions when schools use videogames to support learning (Gros, 2007) [6]

1.5 Risk-taking

 The term "risk-taking" is denoted as "a situation where an individual has to make a decision involving choice between alternatives of different desirability; the outcome of the choice is uncertain; there is a possibility of failure" (Beebe, 1983, p. 39) [1]. However, by referring to a group of linguists, they connoted risk-taking as the power to experience new information avidly and ambitiously without considering its consequences in linguistics. (Cited in Hui-An Yu, 2005). Risk-taking should be considered as suitable language learning strategy for successful language learners who tend to take some risks (cited in Gass & Selinker, 2000) [5]. Language learners are enthusiastic to learn as much new information as possible from their instructors; nonetheless, those ways through which they can communicate or interact with teacher is a big question, or even how language teachers can find out the significant differences within their students in terms of their learning preferences? What strategies a teacher should apply in order to give enough courage and support to his/her students? In students' view, the response is benefiting from taking risk (Dörnyei, 2005, Hui-An Yu, 2005) [4]. While in teachers' perspective, the response is providing enough incentives for the students to take more risk (Oxford, 1992) [8].

Methodology

The participants of this study were 5 (male, 17 to 23 years old) Iranian EFL language learners who had an experience of videogames for 3 years. They were interviewed regarding the impact of videogames upon risk-taking. Their proficiency level was elementary and intermediate based upon Oxford placement test (2007).

Data analysis

Navid: "one of the unique aspects of videogames is catering atmosphere to engage more, videogames firstly provide sufficient instruction for players to learn a task skillfully, then it allows players to go to the next level, the authentic essence of videogames is in way that invites player to risk but in accordance to their level of skills. For instance, when you do not have a strong weapon and you are not familiar with games' atmosphere you do not take many risks, but when you have a better skill that can be gained through playing more you can risk more. Also, in the next levels players can benefit from stronger weapons or skills that allow them to take more risks. What is more, videogames provide enough feedback to improve players' performance."

As mentioned above by Navid, it can be concluded that videogames are like a task and scholars' investigations indicate that videogames can be considered as more comprehensive and developed

module of Task-Based Language Teaching (TBLT), the essence of videogame is a step by step task that is chained from easy to difficult , and as a result players need to accomplish an easier level in order to go to the next harder level, this process cater an atmosphere where students can gain their self-confidence as well as a better skill of risk-taking step by step which is the best form. Because at first it is easier to gain self-confidence and players take some risks in accordance to their skills and in further levels students can rely on the skills they gained through previous levels. Tellingly, the kind of feedback videogames offer can promote players' future reactions which again boost their self-confidence due to their progress in a given phase also these feedbacks can allow them to take risks in a defined direction.

Ali: "In my opinion, videogames can be a suitable tool for teaching and enhancing students' risk-taking, one of the best traits of videogames is that it motivates players to engage. Moreover, its atmosphere and the intriguing role that should be played via videogame can persuade players to play and take more risks. Also, frequently players' risk-taking results into a new experience and even if it does not, there is no any discouragement. For instance, sometimes you should just rely on your own creativity and take some risks to finish a level."

Based upon above-mentioned sentences by Ali, it can be inferred that videogames provide an atmosphere that can be considered as a superior way for promoting students' risk-taking, videogames include both role-play and high quality films and graphics which by itself can persuade players to take risks and attain a better self-confidence. Risk-taking in games is very prevalent. Actually players sometimes should rely on their own creativity and risk-taking for accomplishing a given phase. Also, according to the follow theory, the optimal atmosphere for the maximum engagement and as a result more risk-taking can be obtained by benefiting from videogames, since these games maintain players between two walls of boredom and enthusiasm.

Reza: "In my experience, videogames are not limited to just risk-taking. There are many more other traits that I felt during playing these games. Motivation is one of them, both intrinsically and extrinsically. Also, by performing the game step by step I find better skills in that particular game. At first I did not know even how to do the most basic reactions, but after a moment I became very skillful in the game. Also, because the trend of videogames is an easy to difficult task, step by step players' self-confidence is enhanced. And as a result they take more risks and try in different ways, even sometimes I accomplish a hard phase by benefiting from my own creativity and intuition."

According to what uttered above by Reza, in can be understood that videogames can not only offer risk-taking but also other skills namely, creativity, since sometimes players can rely on their own intuition or creativity for accomplishing a given level. Besides, videogames can turn extrinsic motivation into intrinsic. What is more, by accomplishing each stage they can gain a better self-confidence.

Hadi : "I believe that videogames can significantly improve players' risk-taking, since it is not like a class where you should take risks in front of peers and teachers. It is a private atmosphere where players can boost their skills privately, so the atmosphere is not stressful like classroom which in my opinion can tremendously help players to take as many risks as possible."

As mentioned above by Hadi, it can be concluded that videogames can be a fresh tool for enhancing students' risk-taking. It is crystal clear that privately each student takes more risks; also when there is no stressful atmosphere, as a result there is no discouragement factor for deteriorating their self-confidence as well as their power of risk-taking which is very influential for successful students.

Sadegh: "one of the best traits of videogames is giving students' enough privacy to boost their skills based upon a standard yardstick and after the players felt that their level of skills is good enough, they can enter into multiplayer section, even in this section it is possible for players to keep their own anonymity if they feel that their skill is not good enough. And whenever they fell that they are good enough they can reveal their own identity."

Based upon what mentioned by Sadegh, it can be inferred that videogames respect players' privacy and their ego. In other words, it allows players to gain enough skills privately and it is players' call whether to disclose their own identity or not. So, first it allows players to compare their own risks based upon their previous performance and then, players can enter into multiplayer section for competition; this model helps players to take risks more because they can cover their own identity. And a result abstains from any potential damage that can go against their ego or self-confidence.

Conclusion

The data analysis of this study reveals that videogames can promote students' risk-taking noticeably. For instance, videogames provide an intriguing and stress-free atmosphere which motivates students to participate. What is more, the intrinsic and extrinsic motivation language learners obtained during videogame can help them to engage and risk more. Additionally, due to the privacy of videogames, language learners can find more room for risk-taking and even if they fail there will be no discouragement from peers or teachers. Moreover, according to follow theory videogames can provide the optimal atmosphere for the maximum participation and engagement of students and as a result more risk-taking. Besides, videogames offer numerous feedbacks for language learners to improve their performance which can again step by step allows language learners to improve their risk-taking and gain a better self-confidence in taking more risks. Finally, it seems that videogames have more benefits to offer, such as creativity, self-confidence, motivation and automaticity.

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