

VIDEO GAMES & LANGUAGE LEARNING

PRE-SERVICE TEACHERS' PERCEPTION



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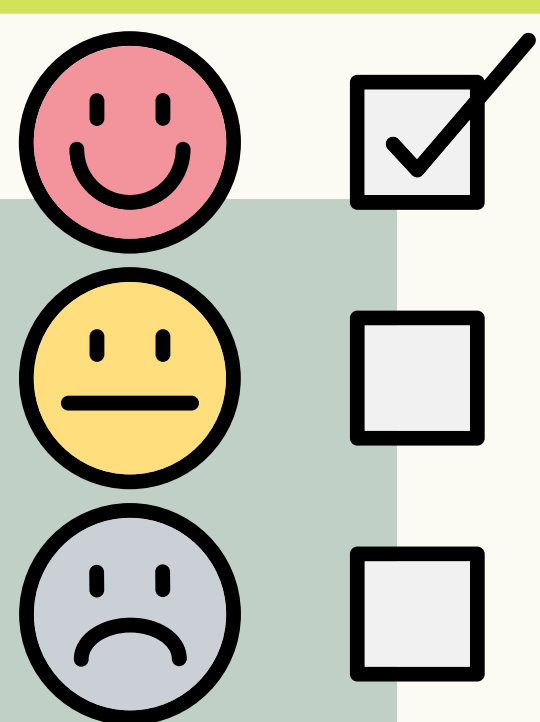
INTRODUCTION & LITERATURE REVIEW

Several research in the field has discovered that video games can have a **positive impact** on students' motivation, offer authentic language input and an engaging learning environment. (Ebrahimzadeh & Alavi, 2016; Gee, 2006; Godwin-Jones, 2014; Klimova & Kacet, 2017). However, certain **challenges** have been identified when using video games in a classroom. (Baek, 2008; Tüzün, 2007; Van Eck, 2006)

There has not been any particular studies investigating how video games can **enter a language lesson sequence** and what particular purposes the teacher may use video games for. Moreover, not much has been known about the adoption of video games in language education in Vietnam context.

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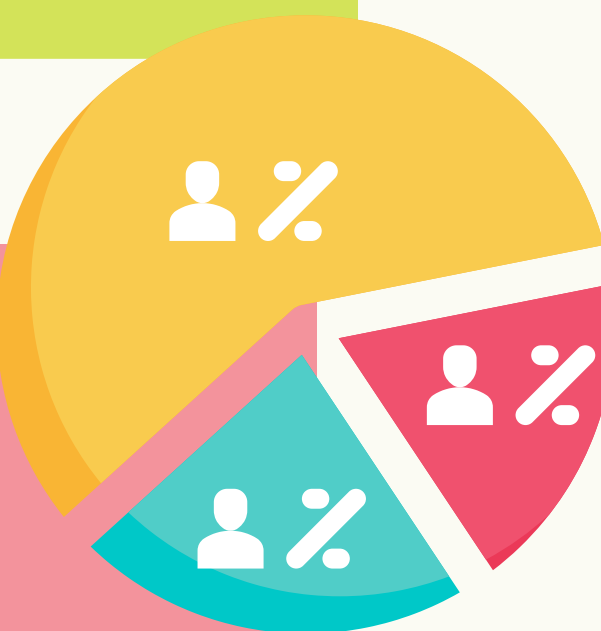
METHODOLOGY



- Quantitative approach, using paper-based survey
- Research site: ULIS.
- Sampling: Convenient sampling

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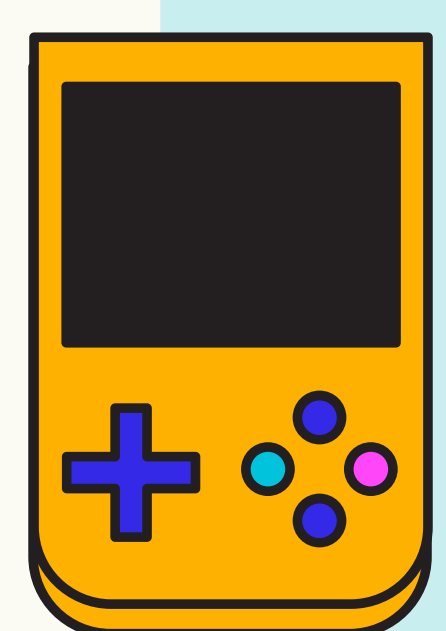
PARTICIPANTS



- Total number of response: 316
- Second year, Third year and Fourth year students from Faculty of English Language Teacher Education
- Aged 20 - 22, high language proficiency
- Mostly female, had at least 6 months of teaching experience, and were familiar with videogames.

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FINDINGS & DISCUSSION



- **Perceptions towards Video games benefits:** Overall, Vietnamese pre-service teachers had a positive attitudes towards the **benefits** of video games in a language classroom. They mostly agree that video games can have benefits with student's motivation, while few participants reckoned video games can offer authentic input.
- **Perceptions towards Video games challenges:** Vietnamese pre-service teachers considered the issues with **School policy and curriculum** to be the biggest barrier when adopting video games in class. Meanwhile, **game suitability** was the smallest concerned problem among the participants.
- **Perceptions towards when and how to use video games:** The **Warm-up stage** was the most preferred stage among the participants to integrate video games. The most prevalent purposes of using video games are to provoke students' interest and activate their background knowledge.
- **Implications:** Educators and teachers should consider using video games in language lessons. However, one should take into account the challenges that may come along with this implementation.