

From Pen and Paper to Digital Tools – an Investigation on the Development & Use of Game-Based Resources for Language Learning

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1. Narrative in **Frenchgrammartour.com**

A story helps the learners to **internalise grammatical concepts**. Branching scenarios draw learners into stories where they need to make decisions and see the outcomes of decisions.

We are hoping that, as Prins et al, (2017) note, “(...) **narrative** [will] guide learners’ comprehension; [and will help learners] to make sense out of information or experience”.

2. **Scaffolding** in Frenchgrammartour.com

At first, input needs to be easy and message-oriented, with opportunities for practice. Scaffolding should be as enjoyable as in a video-game.

3. **Intentional Vocabulary training**

Electronic flashcards and games are incorporated into the website.

4. **Gamification and Game-based Learning**

In the same way that we get hooked on popular games, educational games can “(...) motivate learners to stay engaged over long periods through a series of game features that are of a motivational nature” (Plass, Homer & Kinzer 2015). In their overview of game-based learning, Plass, Homer and Kinzer write ‘Good games aim for the “sweet spot,” where players can **succeed** but only with some **struggle**, inducing what has been described as a state of “flow” (Csikszentmihalyi, 1990)’. This links to the ‘magical realm’ between training and competency in the **Zone of Proximal Development** by Vygotsky (1978).

Can we use the flow of a video game for **French Grammar?**



5. **Conclusion**

We hypothesise that when learners aim to win the game, **motivation** and **learning** is enhanced.

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Regular use promoted by the narrative and the **emotional attachment** to the characters improves learning.