This paper describes the potentials of Mobile Language Learning Application that provides bibliographic elements with the aim of encouraging language centres in order to promote the use of them. It provides steps and recommendations based on the success and failures carried out in the Language center of The University of Quintana Roo, Cozumel Campus.

Keywords: Gamification, Language Learning, Mobile gaming.

1 INTRODUCTION

Language Centers (LC) have been helped many students who are learning a new language; however, the names of independent language users in this LC are decreasing in the University of Quintana Roo, Cozumel Campus. In order to increase the numbers of users, this LC implemented mobile learning and found some potentials in Language learning game application. Devices like tablets offer multiple possibilities, one of them, it is to download an application which students can practice memorization, pronunciation, learning vocabulary, the practice of language skills beyond develop self-study.

1.1 Background

The playful aspect could be a good strategy for language learning in activities that need to focus on memorization of words. Vocabulary is an important aspect when someone is learning a language, most of the time students complain that they are not learning English, because they can not communicate their ideas because of the lack of them, on the other hand, good language learners are more interested in learning new words.

Moreno (2015) mentions that currently many teachers promote the leap of the traditional class towards an innovation focused on ubiquitous or informal learning taking advantage of the benefits of technology, online resources and related aspects in the gamification that can be used for the context in learning English. The context of the digital age, in a world that changes in an accelerated way, we find ourselves with the constant incursion of new methodologies, strategies and learning techniques, combined with the consequent appearance of numerous didactic proposals that defend the use of digital tools in the classroom with a gamification-based approach (Gee 2007, Edmonds 2011, Kapp 2012, and Miller 2013).

Language learners need to develop autonomy and technology to repeat, to memorize and save time instead of reading a list of words that could be a time-consuming. While learning they can focus on their level but the most important is that they are going to enjoy this activity while they learn at the same time. The lack of vocabulary is a challenge for students to overcome, they do not need guidance for learning vocabulary, they only need to set their time. Mastering a foreign language, students need to learn vocabulary as much as they can for listening, Reading, speaking and writing.

Learning words can be learned by repetition a simple strategy but how many does a student need to repeat a new word? According to Crothers & Suppes (1967) research, their participants remembered around 108 Russian–English Word after 7 repetitions and 80% of 216 word were learned by most participants after 6 repetitions. Also, they claimed that around 18 to 100 words at one time can be learned by day but it is going to depend on the difficult words.

Brown (2000) states that for students to acquire a new word or vocabulary list there are several strategies focused on the use of dictionaries, repetition of words, or memorization; nevertheless, it considers that through the playful aspect using flash cards or other resources, it would allow the student to interact with more focused strategies in the motivation for learning English. In addition to
what has been described, the ludic aspect over the years has evolved through new methodologies and the inclusion of technology in the adaptation or design of new educational games.

Example of mobile gaming can be Duolingo, Busuu, and Babbel; The functionality of these resources lies in the learning of languages through the approval of levels that allow obtaining points or markers that record a gradual advance in aspects of dictation, pronunciation, translation, and acquisition of vocabulary. They perform a language immersion through exercises centered on the new vocabulary.

Other examples can be Kahoot, Quizziz and Quizlet, this three tools can be used for free, the potentials of these resources fall on the following aspects, they motivate students through activities that encourage practice, collaboration and grammar aspects. The format of activities is based on the design of questionnaires with multiple choice answers, which can be played in real time through competition between different players. It is ideal for practicing vocabulary, grammar aspect, reading reports. There are other language learning games apps to enable practice with an avatar, animation, voice, writing, they are Voki, PowToon, unfortunately, these tools are not completely free. Voki is an avatar that allows you to record the student’s voice, while PowToon allows to design animation, make vignettes with text add or record audio.

In addition to what has been described, Musa and Mohamad (2017) state that, autonomy is obviously important in language learning and applications such as Duolingo, provides students with practical and systematic steps to learn a new language for themselves through gaming activities.

Most of the times games have been associated as a leisure activity because of the fun factor; however, this aspect motivates students and could engage to participate and interact. Language learning application offers this opportunity to express as Andy application.

Another potential aspect that language learning game application offers is learning by doing; when students play, they interact and collaborate allowing a student to learn and make mistakes and beyond learn from them. While students are playing are learning at the same time, they can avoid anxiety and nervous to make mistakes, students can feel comfortable and have feedback immediately and they can continue with a positive attitude that they will be right.

Motivation is another potential; There are three innate psychological needs of people: competence, autonomy, and relationship. Any activity or task that leads to at least one of them can be intrinsic motivation. In this case, students, if they want to improve their level of English, autonomy would be an option in order to have a better competence in his performance of the language. In this sense, intrinsic motivation provides the innate motivation of the student to make the necessary effort to develop their skills and have a constant desire to learn.

On the contrary, extrinsic motivation comes from outside the individual through motivating factors such as external rewards that provide pleasure or satisfaction. Some elements related to this motivation are the levels, prizes, fear of failure, rewards, etc. In the case of learning English, Garcia (2005) mentions that the student is not interested in learning in itself, rather it is the consequences to failure or rewards that makes him maintain a motivation; nevertheless, the negative factor could lie in the loss of interest in learning. There are many online resources and applications that can be used to motivate and achieve better results with language learners.

2 METHODOLOGY

Implementing mobile learning in the Language center, it increased its popularity between users, they were communicating the news between them and activities that they find for good practices. As a first start in this research a quantitative research was carried out in order to get statistics, frequency of users as well as the most popular activities they used, a survey of ten questions was answered by 30 University students, of different Majors as Natural Resource Management, Tourism, English language, and Marketing degree; the average between the participants around 18 and 22 years old.

To prepare the context, LC started with the promotions and testers of the different app, users get engaged with the sample, they asked if they want to come back; the tablets were available for users all the time then a survey was designed in order to find measurable results in the future research will explore how users could enhance language success and satisfaction with mobile learning.
3 RESULTS
The research finding will be presented with regard to the potentials of the Mobile language game application, a survey was conducted for the purpose of this report

3.1 Language Learning games and its potentials
In this part, it will describe the potentials of language learning applications in the Language center of Cozumel campus. A descriptive analysis of the survey asked users to identify if they find a difference of motivation to go to the language center because of the use of the tablets. 72% of users indicated that they were motivated to practice with this device; while 10% that they go permanently to practice with books and 18% with computers. The question of mobile motivation is very important, as it has a strong influence to practice on their sense of self-study and go to practice themselves because of the motivation of this new resource at the LC. It is more than likely that the 28% of users to go they have the sense of responsibility and the discipline to go and practice in the LC.

3.1.1 Use of mobile language learning games to enhance self-study motivation

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<th>Table 1. February, March, April Self-study area (External) at LC-Coz.</th>
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3.1.2 Language Learning game application and its potential
In terms of evaluating the potentials of the use use of language learning game application, the survey included open-ended questions as a summary this report identified key benefits that promote to go to the LC in self-independent area.

“I want to go because It is fun and I learn”
“I want to go because I am not get bored by practice with tablets”
“I want to go because I find a new way to learn by myself”
“I want to go because I can interact”
“I want to go because there are many apps”

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<th>Table 2. Language learning game application &amp; learning potential.</th>
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<td>Overall</td>
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<td>Improving pronunciation</td>
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<td>Self-study</td>
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<td>Motivation</td>
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4 CONCLUSIONS
This paper intended to promote mobile learning potential into Language centers specifically in the self-study area. In general mobile learning motivates users but they find themselves the benefits for its vocabulary, pronunciation, skills practices. This initial research set bibliographic elements to explore the potential and the result shows evidence that students were motivated and also increased the numbers of users and the frequency of using app that allow encouraging other LC to implemented and continue studying more potentials and more results.
REFERENCES


