**MAXIMIZE DIGITAL GAME BASED LEARNING TO TEACH ENGLISH FOR YOUNG LEARNERS: TEACHER’S VIEW**

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**Abstract**

Digital Game-Based Learning (DGBL) has gained significant popularity in Teaching English to Young Learners (TEYL) due to its potential to enhance student engagement and motivation. This article explores the teacher's view of the use of DGBL in TEYL. Several areas of the study such the different of conventional and digital game for teaching EYL, lesson plan, and the use of Agenda web and duolingo as the digital platform in teaching DGBL obtained from the deeper interview. Support for future research are suggest in the conclusion.

*Keywords: DGBL, TEYL, Teacher’s view*

**INTRODUCTION**

In today's digital age, the use of application technology in teaching English as a second language to young learners has become increasingly popular. According to a study by the British Council (2021), learning English at a young age has several benefits. Firstly, it improves cognitive skills and enhances the brain's ability to process information. Besides, it boosts scholarly execution and makes a difference youthful learners to exceed expectations in other subjects. Moreover, it increases cultural awareness and enables young learners to be more open-minded and accepting of other cultures. Finally, it provides better career opportunities as English is the most widely spoken language in the world.

Based on TESOL International Association. (2022) Teaching English to young learners (EYL) can be a challenging task due to various obstacles. One of the most challenges is the lack of self-motivation among young learners to learn English. Students with low motivation have a difficulty to engage with the learning activities (Zen, 2021). In many cases, young learners may not see the immediate benefits of learning English, which can lead to a lack of interest and engagement in the learning process.

Another obstacle is the limited attention span of young learners. Children's attention span is generally shorter than that of adults, and they may struggle to stay focused on learning for extended periods. This will make it troublesome for teachers to arrange and convey compelling lessons that keep youthful learners locked in.

Additionally, there is a lack of resources and funding for EYL programs. This can make it challenging for educators to provide a diverse range of educational materials and activities that fulfill different learning styles and abilities.

Moreover, teaching English to young learners who come from diverse backgrounds and cultures can also pose challenges. Teacher may need to adapt their teaching approach to suit diverse learning styles and cultural backgrounds. However, traditional methods of teaching English, such as grammar drills and memorization, are not always engaging for young learners. This is where digital game-based learning (DGBL) occur.

DGBL has proven to be an effective method for teaching English to young learners. It combines the use of technology, which is highly engaging for children, with educational content. According to a study conducted by Li, Huang, and Segrave (2019), DGBL can significantly improve young learners' English language proficiency. Another studies have shown that DGBL can improve EYL's vocabulary, grammar, and pronunciation skills (Papastergiou, 2009; Wang, Chen, & Liang, 2020). It can also promote the development of basic considering, problem-solving, and collaboration skills, which are fundamental for success within the 21st century (Wang et al., 2020).

There are numerous resources available for teachers who want to incorporate DGBL into their English lessons. Websites like Fun English Games and ABC offer a variety of games and activities that teach English grammar, vocabulary, and pronunciation. Educational apps such as Duolingo and Rosetta Stone also use game-like features to teach English to young learners.

There is a course in Mojokerto use DGBL in the TEYL as the strategy to boost learning activities more attractive for the students. Therefore, the research interest to explore the perspective of the teacher in teaching English for young learners through DGBL. A narrative qualitative approach applied through collecting and analyzing the experience of the course’s teacher.

**METHOD**

To explore teacher’s experiences of TEYL through DGBL, the researcher applied narrative qualitative to gain more information. The subject of the research is the tutor of EYL’s course. The teacher commonly used DGBL in teaching English for young learners to attract students’ attention and will. The phase begin with interviewing the teacher by giving some questions. From the narrative information, it continued by analyzing the insights from and interpret the data based it topics.

**FINDINGS**

The teacher already taught English for young learners since 2021. And the insight from the information are the motivation, opinion abut conventional and digital method, the application used, and the way the teacher teach English through DGBL.

***DGLB vs traditional teaching***

While interview the teacher, it shows that students more enhance learning by digital game wheather conventional or conventional teaching.

*“When teaching English without games, I feel it is difficult. Because they learn language they never used as daily conversation. They always feel bored if I just give them a printed book. So, I try to use digital gamed as a tool”.*

According to Hussein, et all (2017) The effects of DGBL on elementary students' learning and motivation have been perceived as engaging and effective. Most of the students need something new in the teaching activities. Teachers may facilitate them Hence, teacher must update with teaching innovation. Teacher should learn to addapt with technology to make progress.

***Preparing Lesson Plan for DGBL’s Use***

In a week the teacher prepare lesson plan. The lesson plan contains the activity for students in class.

*“I arrange a lesson plan once a week for teaching preparation. Because, it helps me so far to make my activity work well. Therefore, I have a structured activity”*

Lesson plans are essential in teaching English for young learners using digital games as they provide a roadmap for the teacher to follow and ensure that the learning objectives are met (Adipat et al., 2021). Lesson plans help teachers to organize their teaching materials, activities, and assessments, which can be used to evaluate the students' progress. They also help teachers to identify the digital games that are most suitable for their students and align them with the learning objectives[.](https://jitp.commons.gc.cuny.edu/digital-game-based-pedagogies-developing-teaching-strategies-for-game-based-learning/" \t "_blank)

Before going to the digital game activity, teacher give the students with material in handbook. Then, the teacher use DG to enhance their undertstanding.

***Agenda Web and Duolingo***

*“I usually use Agenda Web and Duolingo. Sometimes, I use others live worksheets. “*

Agenda Web is a website that provides free English exercises for learners of all leve. The website offers grammar exercises, vocabulary activities, listening and reading exercises, songs, phonetics, movies, grammar worksheets, flashcards, and dictionaries.  The website is designed to help learners improve their English skills through interactive and engaging exercises.

Duolingo is an American educational technology firm that offers language learning apps and certification at various levels. It was developed in 2011 by Luis von Ahn and Severin Hacker and is now one of the most popular language learning platforms. Duolingo provides a fun and free program for learning more than 40 languages through fast, bite-sized sessions.

**CONCLUSION AND SUGGESTIONS**

In conclusion, digital game-based learning is an effective and engaging method for teaching English to young learners. It can help to make learning fun and enjoyable, while also promoting effective vocabulary acquisition and long-term retention of language skills. Teachers can use pedagogical strategies to effectively integrate digital games into their English language teaching, which can enhance student learning effectiveness. Choosing the right digital game for teaching English to young learners is crucial for enhancing motivation and engagement in language learning (Mahayanti et al.,2020). Games provide interactive and interactive activities that can capture and maintain young learners' attention. This immersive and enjoyable experience can enhance their language learning experience and make the learning process more enjoyable. More Investigation of the impact of specific digital games and examine the effectiveness of specific digital games in teaching English to young students it will be challenging for further researcher.

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