GAMIFICATION AND COLLABORATIVE LEARNING AMONG ENGLISH SECOND LANGUAGE CULINARY LEARNERS

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Abstract: *Collaboration learning in the classroom is becoming increasingly common in educational institutions, especially in the culinary arts field of study. In English as a Second Language (ESL), this may be a problem where students' inadequate language skills are usually attributed to affecting causes and a restricted exposure to and use of the target language. So, the emergence of collaboration learning existed due to less of interesting in traditional approach of classroom learning among the students these days. Furthermore, the gamification enables students to take part in challenging activities such as missions and accomplish the desired objective within a short time. In addition, in the event of failure, games allow the user to repeat a certain mission. The recurring cause of failure lets students (users) analyse and fix previous errors. It shows that the games could promote positive attitude in learning and encouraged them acquire the knowledge and language by facing the difficulty at the temporary experience before success at the end of the event. The paper review Collaborative learning is the work of a community of people, learning by collective effort, taking into account what is learnt when pursuing a common goal. Collaborative learning activities take place effectively in both face-to-face and online courses. A foundation is required to better understand the importance of collaborative learning, based on its advantages and challenges. The chapter examined the related literature for the study of interactive learning*

through gamification learning. Research has been conducted in the context that students participating in collective groups have learned. The goal of collaborative learning was to offer students a true understanding of the basic rules and responsibilities that could be applied to the development of a study in a real context.

Keywords: collaborative learning, gamification, culinary arts.

1. Introduction

The game mechanics and interface methods for non-game scenarios are known as gamification. Advances in ICT have enhanced games through real time feedback and instant communication, particularly in the English context. Gamification may provide benefits to English learners in terms of proficiency level and derived motivation to be involved in learning tasks, thereby increasing participation and reducing crowd anxiety. This can be a problem in (ESL) schools, where impaired speech skills are frequently caused by affective factors and poor exposure to the target language and its use. The power of video games to inspire innovative thought and productivity may contribute to new approaches to real-world problems.

With the rapid technology in education, gamification is becoming a mainstream tools of learning process in most institutions. It can be argued that this mode is still infancy stage for most educators and practitioners. Most studies on collaborative learning through gamification highlighted the motivation is one of the important elements to ensure to boost up the academic success and reducing the anxiety in front of crowds (Abramovich, Schunn, & Higashi, 2013; Buckley & Doyle, 2014).

2. Literature Review

The chapter examined the related literature for the study of interactive learning through mobile gamification learning. Research has been conducted in the context that students participating in collective groups have learned. The goal of collaborative learning was to offer students a true understanding of the basic rules and responsibilities that could be applied to the development of a study in a real context.

Earlier literature has shown that the student's academic output is influenced both by cognitive factors and by affecting motivation factors (Pintrich and De Groot, 1990; Tous and Amoro's, 2007). The motivation of the student is regarded in this sense as an important part of training. This significance is due to the considerable impact motivation has on learning, both in the process and in the results. Motivation is not easy to tackle in the academic sector since it is addressed in many different ways by many factors, guidelines and models. This research is focused on the dual approach provided by the distinction between inherent and external motivation (Ryan & Deci, 2000). The intrinsic motivation comes from people and causes people to behave as themselves because of the work itself and is fascinating and appreciated by people, and it is not a way of achieving other goals, but the end

sought. The extrinsic motivation, on the other hand, is that which comes out of the world and leads people to an action that rewards or enables them to attain other goals (Deci & Ryan, 1985; Eccles & Wigfield, 2002).

In view of the duality which comprises the motivation principle, different effects are expected on the learning process and its results depending on the motivational orientation of the student (Tapia, 1998). Intrinsic motivation increases EYSENCK's personal sense of competence and self-determination (1985). Lepper (1988) is ready to make more effort for students with intrinsically motivational guidance in the course of their learning activities and to use in-depth and efficient learning methods for handling more complex materials. Reeven (2002) concludes that students who are motivated by nature are more effective in academia than students who are motivated by foreigners. Some researchers have shown that in learning methods there are two variables called deep and surface learning (Baeten, Kyndt, Struyven, & Dochy, 2010). Surface learning is linked to a limited interest in learning activities or the storing and replication of seemingly appropriate elements. Deep learning, however, is linked to efforts to understand a subject, whether it is of true interest or whether it can have a meaning for its educational outlook (Kember, 1997).

In summary, it seems to be agreed that inherent motivation produces greater benefits than external motivations in the academic field, since it provides more effort and dedication to research. Nonetheless, students very often face courses that are not exciting or attractive, but important to their education. The only tactic in these instances that the faculty has to encourage its students to conduct themselves in favour of their learning process is to provide incentives or establish systems for punitive treatment. In this context, it provides a further attraction for the discipline focused on game engineering, in addition to permitting faculty members to set up recompense schemes. The introduction of gaming characteristics will make learning a source of fun and thus generate inherent motivation (Malone & Lepper, 1987; McGonigal, 2011).

2.1 Problem Statement

Gamification could help English learners gain motivation and reduce anxiety in front of crowds, according to studies of Kolej Yayasan Pelajaran Johor (KYPJ) Culinary Learners. Advances in ICT have enhanced games through real time feedback and instant communication, particularly in the English context. Gamification may provide benefits for English learners in terms of proficiency level and derived motivation to be involved in learning tasks. This chapter explores the value of gamification as a social learning method and how it has risen in popularity among young people. The researcher's main goal was to look at ESL issues and see whether collaborative learning by gamification could have an effect on English learners or vice versa.

Thus, given that each website, such as Facebook, Instagram, WhatsApp, YouTube, Twitter, and Tumblr, has its own set of priorities, functionality, and users, this chapter examines the importance of gamification as a technique of social learning and the surge in popularity among young people. All of these platforms were developed and continue to be developed with the goal of advancing education and learning, particularly in the English language. This can be a problem in ESL classrooms, where reduced speech abilities are typically the result of emotive factors and insufficient exposure to the target language and its use. Unfortunately, as a result of the school climate, students' anxiety levels

rise during their college careers (e.g Darby, Longmire-Avital. Chenault & Haglund, 2013; Pan & Gauvain, 2012). The researcher's primary objective was to examine ESL challenges and determine whether collaborative learning through gamification may benefit English language learners or vice versa.

Most U.S. primary schools offer foreign language research a day or less per week. Gamification could be implemented in a school's foreign language education program in a cost-effective manner. This highlights that through the use of gamification, interactive learning can increase ESL learners' motivation and reduce anxiety in front of a group. Inherent motivation refers to an inherent interest in behaviour. Gamified events contain a number of play elements and a sophisticated design of every play element is required for a successful gamified operation. For example, badges as the commonest aspect of gambling may not promote learning for students.

3. Collaborative Learning Theory

The effect of gamification on teaching and learning is minimal in modern literature. The authors found that the gamification approach has a positive impact on student success, motivation and knowledge transformation. Advances in ICT have enhanced games through real time feedback and instant communication, particularly in English context. This chapter explores the value of gamification as a social learning method and how it has risen in popularity among young people. The researcher's main goal was to look at whether collaborative learning by gamification could have an effect on English learners or vice versa.

To foster a climate conducive to collaborative learning, well-designed collaborative learning projects are critical. To ensure a good collaborative experience, it is critical to have diverse groups, controlled communication, grades or assessments, individual responsibility, and individual differences (Curtis & Lawson, 2001; Goodsell et al., 1992; Hathorn & Ingram, 2002). Heterogeneous groups of the appropriate size are required to ensure different debates, innovative issue solving, and maximum contribution. Additionally, communication must be streamlined to ensure that feedback and communication continue to advance the targeted learning objectives. Additionally, it is critical to award both an individual and a group degree, because if the collaborative experience is not credited, students will break down the work and eventually reassemble the pieces, ignoring the group's problem-solving technique. Another critical component of cooperation is individual accountability for ensuring that each participant is heard, which is critical for group performance and helpful as a facilitator. Finally, individual characteristics must be taken into account, as individuals frequently refuse to comply.

A sophisticated design of every play element is required for a successful gamified operation. We agree that the challenges emerging in order to create a more mature understanding of the character and processes of gamification need to be tackled.

3.1 Social Cultural Theory

Vygotsky stated Sociocultural Theory (SCT) considers how learners are affected by their peers and how their ability to obtain knowledge impacts social scenarios. Theory suggests that the growth of the human cognitive and mental function stems from social experiences. SCT principles can also cover the acquisition of second language (SLA). Coughlan and Duff (1994) show that tasks are at least "blueprints" for behaviour and not constants. The individual speakers' orientation as human agents determine how tasks should be operationalized.

3.1.1 Learning Difficulties on Second Language Acquisition

Taiwanese researchers examined the probable connection between Language Anxiety (LA) and learning difficulties among 1,187 technological and vocational educational system (TVES) students from 10 universities. The findings show that those who suffered at the lowest level are the most faced with the difficulties of LA in L2 learning. Learning difficulties are not only from the circumstance of learning process but also from the learners themselves. The research discussed about three variables where the English language history mainly touched on the learners where difficult to understand and received low grades lead to high level of Learning Difficulties (LA).

3.1.2 Motivation Theory

This decade saw Vygotsky's sociocultural theory (SCT) being incorporated into L2 motivation literature (e.g., Tae-Young Kim, 2005, 2007; Kimura, 2003; Ushioda, 2003, 2007). Similar to Dörnyei (2001, 2005), the SCT approach views motivation as a dynamic process driven by student-to-student interactions. SCT's viewpoint Reasons, goals, and access to (i.e., subjectively perceived environments conducive to L2 learning). Case studies are commonly used in L2 motivation research since SCT focuses on the mediation process between people and their potential in context. To describe the essence of L2 learning, Duff (2007) and van Lier (2005) use systemic microgenesis to explain case studies in literature. Motivation in L2 learning increases, guides, and maintains efficiency (Boo, Dornyei & Ryan, 2015). Sandberg et al. (2011) found it encouraged students to use their phones to learn English at home, even if it isn't necessary.

3.1.3 Gardner's Motivation Theory

Sociological theory can also be used to examine the relationship between L2 motivation and social settings. Indeed, acquiring a second language is a process of identity creation and transformation that has an effect on language acquisition. Additionally, they propose three broad hypotheses for future research based on the three dimensions of integrative motivation, one of which asserts that learners who exhibit a higher level of integrative motivation develop strong interpersonal relationships, good physical health, and positive psychological characteristics such as hope, optimism, happiness, and life satisfaction. The relationship between L2 motivation and social circumstances can also be reinterpreted through the lens of sociological theory. After all, learning a second language is a journey of identity creation and transformation, which has an effect on language learning.

3.1.4 Social Cognitive Theory

In collaborative learning, studying the nature of those communicative exchanges and their consequences on group collaborative processes is therefore of great interest, as it helps to better apprehend the course of collaboration learning, online learning, psychology, sociology, and computer science. In collaborative learning, studying the nature of communicative exchanges and their consequences on group collaborative processes is of great interest. According to the speech act theory (Austin, 1975) these exchanges are dedicated to doing something (e.g., providing information, clarifying ideas, asking for help, encouraging others) and producing perlocutionary effects, i.e., effects on others' feelings, thoughts, and actions. The affective states of tension and relaxation have been explicitly linked to specific socio-cognitive behaviours such as questioning, compromising, or requesting justifications or clarifications in group learning, as mentioned by Andriessen et al. (2011). Educators and researchers have worked for the past decade to help engineering students develop social interaction skills in collaborative learning environments.

3.1.5 Anxiety in Second Language

There is one article investigates on the Language Anxiety (LA) among the Form 4 students in two selected schools. There are some effects among the students on L2 learning since the anxiety could lead to fearness, nervousness and any imbalance emotion. For Malaysian learners, they are using the School Based Oral English Test to develop their speaking skills but the problem of Malaysian learners could not reach the par will be the cause of LA. High-tech savvy students should not be treated like; give them embarrass or fear them with the language but we should close and appreciate them by giving some opportunities because it will guide to a successful learner. The schools should reduce the learners' LA and increase the achievement of the students. The students should have a space to communicate and texting in English in order to build up the confidence level.

3.2 Gamification in Education and Second Language Learning

Most students today are digital indigenous people, studying and processing knowledge differently (Prensky, 2001). Gamification is building support for professors and the time of adoption is around two to three years, according to the NMCHorizon Report (2014). For a few years now, the subject of L2 learning and SLA gamification was studied, debated and implemented. The aim of gamification is to offer students an enhanced and effective learning experience. Gamification enables L2 students to enhance their language education experience as well as to learn how to resolve tasks or challenges posed by their class, unit or subject.

Gamification also enables students to chat, as they would in a social game. An additional argument is that when people experience social presence, they are more likely to display natural emotions such as pleasure, empathy and wrath. Introducing Educational Gamification into the L2 learning method allows the teacher to prepare teaching using a gamified shared vision, as well as an improvement in the amount of time spent on learning activities and the degree of difficulty, in this case fluency against the language approach. Learners become more involved and inspired as a result of this. When a professor recognizes a pupil in public by granting him a golden star, this is an analogue of a reward system. According to Glover, Campbell, Latig, Norris, Toner, and Tse, it can never serve as a

substitute for a test exemption through the use of badges or some other reward-gamified way to inspire students in more competitive activities.

3.3 Game Elements

Each Gamification component naturally improves L2 teaching and learning. A formal strategy is used in most games now known to the public. Every game feature meta-centered activity, rewards, and growth (Dickey, 2005). According to Smith-Robbins (2011), all games include meta-centered activities, where players are guided to a specific goal by beating obstacles and other situations. Moreover, each game has a different way of rewarding the player. Principals, honours or awards, and achievements are the key categories. Leaders are classified on the basis of their game success. The same idea is used in athletics, and it usually includes a leaderboard, which can be a powerful motivator. Prizes/awards encourage players to commit and participate more. Progression is a critical component of sports, according to Dickey (2005) It provides the player with a high degree of commitment and encouragement.
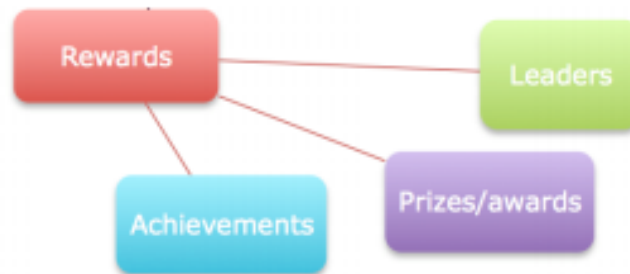

Figure 3.1 Principal Categories of Game Elements

3.4 Motivational Implications between Gamification and Second Language Learning

Motivation between L2 or SLA and gamification is a common denominator. Shcunk, Pintrich and Meece report: Motivation is the psychological mechanism that initiate and sustain goal-oriented behaviours. Brown (1994) presents a number of personal variables which make a positive contribution to effective L2. The following motivations are: instrumental, integrative and assimilative. The following motivations are: instrumental, integrative and assimilative.

4. Discussion

The research approach is a data collection and analysis technique. Research approaches are mainly classified into approaches that are quantitative and qualitative. Qualitative research depends on contexts, meanings, and concepts, according to Creswell, (2008), and involves more exploration of journal entry, observations or semi-structured interviews, while quantitative research is defined by Guest et al. (2012) as any study that relies on measurements and includes data that do not specify ordinal values, and numerical data analysis. The research design comprises the methods and procedures that guide researchers from start to finish in conducting their studies. Yin (2009) defined research design as "the logical sequence that connects the empirical data to a study's initial research questions and, ultimately, to its conclusions" . Finally, the Research Questions leads to the expected

finding for future research and the researcher would be improvise the study gradually from time to time.

5. Limitations

One issue we faced during our literature search was the absence of a comprehensive explanation for the concepts of gamification and collaborative learning, as well as the specific sort of game chosen by prior researchers. Although the word "generic terms" is used differently throughout the articles, several of the aims are comparable enough to allow for comparisons of cooperation learning. There is just a limited amount of material from the literature that can be compared. The investigations used a variety of questionnaires, with some researchers generating their own and others use previously developed ones. As a result, statistical comparisons of the results of the research are impossible. The results may also have been influenced by the varying conditions in the various countries.

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