

University for Business and Technology in Kosovo

UBT Knowledge Center

UBT International Conference

2023 UBT International Conference

Oct 28th, 8:00 AM - Oct 29th, 6:00 PM

Exploring Productive Use of Educational Games in Teaching English as a Foreign Language

Alma Lama

University for Business and Technology - UBT, alma.lama@ubt-uni.net

Denis Celcima

University for Business and Technology, deniz.celcima@ubt-uni.net

Vesa Rudari

Nora Suhodolli

Follow this and additional works at: <https://knowledgecenter.ubt-uni.net/conference>



Part of the [Education Commons](#)

Recommended Citation

Lama, Alma; Celcima, Denis; Rudari, Vesa; and Suhodolli, Nora, "Exploring Productive Use of Educational Games in Teaching English as a Foreign Language" (2023). *UBT International Conference*. 29.

<https://knowledgecenter.ubt-uni.net/conference/IC/EDU/29>

This Event is brought to you for free and open access by the Publication and Journals at UBT Knowledge Center. It has been accepted for inclusion in UBT International Conference by an authorized administrator of UBT Knowledge Center. For more information, please contact knowledge.center@ubt-uni.net.

Exploring Productive Use of Educational Games in Teaching English as a Foreign Language

Dr.Sc. Alma V. Lama

Dr. Sc. Denis Celcima

Student: BSc Candidates: Vesa Rudari; Nora Suhodolli

Department of English Language

University for Business and Technology

Kosovo

ABSTRACT

Educational games significantly support classroom learning and promote social interaction among peers. Research studies clearly show that the use of games is a basic strategy in language education, in order to include all students regardless of their language level. According to Gartner, games play a special role in a child's development because they push the child to discover his motor and thinking skills. The role of games in foreign language learning is also related to the theory of multiple intelligences presented by Gartner. The game in the classroom brings fun and makes learning more useful for all students, relieves stress and plays an important role in the implementation of inclusiveness. This research explains some examples of educational games in English language learning as well as sheds light on some essential elements that educational games should have that teachers can implement in an inclusive classroom.

Keywords: English language learning, effectiveness of games, educational games, ELT, ELL

1. INTRODUCTION

Education is a necessity for everyone. Education is a vital aspect for everyone, which can lead everyone to have a better life. These days, methods of teaching are more oriented toward a communicative language approach than going through grammar teaching. Therefore, while in the past, learning a new language was based on reading the literature of that language now the necessity emerges in a communicative need. As of this need, teachers are trying on inventing new teaching methods and also apply more adapted approaches to bring an innovation in a learning context.

Learning a foreign language is not an easy task and first of all it must be interesting and motivating enough to take away any anxiety of the students. Therefore, the use of different smart electronic boards and multimedia projector connected to the computer and other video equipment are making the language learners class more dynamic.

In education, teaching and learning play an important part, therefore, the teachers use different approaches and different kinds of aids to make effective learning. Visual aids are instructional aids which are used in the classroom and help the teachers to explain the concepts easily. According to Burton “Visual aids are those sensory objects or images which initiate or stimulate and support learning”. (Burton, 1982). In addition to this, with the development of technology, new innovations learning techniques are being brought up in regard to language teaching.

Kinder, S. James; describe visual aids as “Visual aids are any devices which can be used to make the learning experience more real, more accurate and more active”. (Kinder, 2010)

Visual aids are tools that help to make an issue or lesson clearer or easier to understand and know (pictures, models, charts, maps, videos, slides, real objects etc.). We can use many visual aids these days but they also can be identified the ones, which use sense of vision for example, model samples, objects, charts, images, maps, slides etc.

In Kosovo, teachers of English Language use visual materials to teach English Language to students in order to make the class interesting and contextualized and ensure effective language teaching and learning.

Usual of visual learning aids on teaching has proved to be effective in the learning outcomes. This study aims to investigate the teachers' perceptions on the use of visual aids (e.g., cartoons, picture, songs etc) as a motivational tool in enhancing children's interest for learning English Language as foreign language.

The research will be conducted in two elementary schools; a public school “Musa Zajmi” in Gjilan and a private elementary school “Hello Academy of Education” in

Gjilan, Kosovo. Children are 7-8 years old. The research will interview 10 teachers in total from both schools.

The study will also cover the information about the conditions and infrastructure between private and public preschools, what kind of methods they use, textbooks and which methods are more attractive for children.

The importance of this topic will be the comparison between public and private schools as well as the difference between learning methods in these two types of schools. Although, the use of visual aids in language teaching has been implemented in practice, yet, many of them might not understand the effect of visual aids used and how they help students memorize the lesson. This paper will give an insight to the language teachers of using audio-visual aids in facilitating language skills of the learners. It is expected that the findings of the study will help the language teachers to know better about the effectiveness of using audio-visual aids in the classroom. As a result, this study will be a future guideline for the English language teachers regarding the issue.

2. LITERATURE REVIEW

This chapter provides a comprehensive review of existing literature focused on evaluating the impact of visual learning aids on the academic performance of students in public secondary schools. According to Clark et al (1986), effective educators can enhance their teaching methods by incorporating a variety of visual learning aids into the instructional process. Makyikyeli further emphasizes that visual learning aids play a crucial role in conveying messages and fostering a deeper understanding between teachers and students.

Within this chapter, sub-chapters are dedicated to exploring theoretical literature, empirical findings, the relevance of the literature to the present study, and identification of research gaps. The discussion covers insights from established researchers, such as Clark et al (1986) and Makyikyeli, aiming to provide a thorough understanding of the relationship between visual learning aids and students' academic performance in the context of public secondary schools.

According to Paivio (1990), there exists a distinction in cognitive processing between images and words, leading to the utilization of separate memory systems for each type of information by the brain. Paivio asserts that verbal memory is directed towards the

language system, whereas image memory encompasses graphics and sensory experiences. He further explains that verbal information undergoes a transition from sensory memory to visual processors.

The interesting question arises: to what extent have secondary subject teachers enhanced their proficiency in creating improvised visual learning aids to facilitate the attainment of quality education?

This study aims to shed light on this matter. Paivio's dual-coding theory proves fitting when discussing the retrieval of information from memory systems. According to this theory, memory functions as a network with distinct paths—verbal and image—that ultimately lead to the same information. Paivio concluded that the effectiveness of memory recall is enhanced by the existence of multiple pathways. In other words, learners who utilize various pathways to remember information are better equipped to recall that information at a later time. The theory emphasizes the interconnectedness of verbal and image-based memory systems, underscoring the notion that diverse cognitive pathways contribute to a more robust and comprehensive retention of information.

Mayer's Multimedia theory underscores the notion that learners, especially students, experience improved learning outcomes when verbal and visual information are presented together, fostering a more meaningful learning experience. Mayer argues that verbal and visual elements are interconnected and mutually supportive. When students receive information in both verbal and visual formats simultaneously, they engage with different cognitive models concurrently. The primary question arising from this perspective is how these theories can aid subject teachers in creating effective visual learning aids to enhance students' academic performance. This study aims to provide insights into this question.

Additionally, the instructional theory, influenced by Skinner's behaviorism, plays a crucial role in explaining how students can learn and comprehend concepts more easily. This approach emphasizes the significance of visual learning materials in promoting quality education. Instructional theory guides teachers on organizing and coordinating learners, introducing visual learning materials, and directing students towards their effective use. While this theory is potent for structuring and delivering learning objects, it has a limitation in that it may not sufficiently consider the output of the education process. In contrast, it prioritizes the learning process over the students as future education products. This perspective is against a teacher-centered approach and places emphasis on learners as active participants in the teaching and learning processes.

The learner-centered approach, within the instructional context, delves into how the education system develops meanings associated with learning participation and how these meanings influence learners' behavior and their relationship with their teachers. Teachers, in this approach, focus on their students when preparing for the teaching

process, including developing schemes of work, lesson plans, and instructional visual learning materials. These materials, such as pictures, charts, and models, are instrumental in achieving teachers' desired goals and objectives, ultimately contributing to the delivery of quality education.

Language games play a crucial role in fostering positive relationships with a new language among students. Drawing upon these findings, it is recommended that curriculum designers incorporate a sufficient number of language games into the curriculum. The study also explores the impact of using games on enhancing vocabulary learning in English as a foreign language or second language (Khatir, 2015). The research conducted by Khatir confirms that games not only create authentic language contexts but also serve as effective tools for interaction with children in elementary classes.

Caganaga (2016) explores the significance and effectiveness of games in English as a foreign language, concluding that integrating games into classrooms creates a favorable atmosphere for English language learners, fostering enjoyment, motivation, and subsequently improving educational performance.

Furthermore, various studies have highlighted the utility of games in learning vocabulary, attributing benefits such as improved word memorization, enhanced student interaction, better communication skills, and increased motivation.

In connection to Multiple Intelligences Theory (MIT), Gardner's theory of eight basic intelligences, game-based learning aligns well with this educational philosophy. Games facilitate individual expression, communication, and participation, allowing learners to engage with the language using their dominant intelligence.

Educational games are defined by Mubaslat (2012) as activities conducted within or outside the school, guided by a capable individual, aimed at providing pleasure to learners while prompting them to demonstrate their skills. Dempsey et al. (1993-94) define games as overt instructional or learning formats involving competition and rule guidance, while Willis et al. (2017) define games developed specifically for educational purposes.

Key elements of educational games include a clear learning goal, well-defined rules, an element of competition, appropriate challenge levels, stimulation of imagination, and an entertaining aspect. Electronic educational games, in addition to these elements, should consider adaptation to learners' diverse learning patterns and provide excitement, positive responses, immediate feedback, and reinforcement (Syukroni, 2020).

Features of educational games encompass the use of audiovisual effects to enhance learning effectiveness, increased motivation, freedom from adversarial conflict, self-proof through goal achievement, and the ability to integrate knowledge with skills such as logical thinking, problem-solving, planning, and decision-making.

Educational games can take various patterns, including competitive styles, exploratory scientific styles, and types such as individual or collective, indoor or outdoor, and muscular or mental. They serve as effective tools for addressing individual differences and educating learners according to their potential and abilities.

Teaching using educational games is recognized as a significant teaching method that engages learners actively and positively in the educational process. Games contribute to the achievement of educational objectives and provide firsthand experiences that help learners understand and absorb key meanings and ideas in an integrated way (Yunus, 2019).

Examples of language games that can be used to teach English include the Grammar Installation Game, Wooden Pocket Panel Game, Language Fluency Game, Who Am I?, Game of Boxes, Clown Game, Cat and Mouse Game, Tipper Board Game, Debate Game, and Discover Error Game.

Basic elements of educational games

Any game and in order to be educational should have the following basic elements.

Objective: Every game should articulate a clear and specific learning objective aligned with the desired goal the player aims to achieve by the end of the lesson. It is advisable to reference Bloom's Revised Taxonomy when defining these objectives.

Rules: Each game must incorporate a challenging component, namely rules, which elucidate how students should engage with and navigate through the game. These instructions ought to be imparted to students before the commencement of the game.

Competition: The attainment of lesson outcomes hinges on introducing an element of competition. This can manifest as a competition between learners, between the learner and an opponent, or against a predefined standard or criterion. This competitive aspect is instrumental in mastering skills and achieving specific goals.

Challenge: Games should present a suitable level of challenge, one that stretches the individual's abilities just beyond their current level. This challenge should be calibrated to be slightly more advanced than the students' present proficiency.

Imagination: Games should be designed to stimulate the imagination of learners, fostering intrinsic motivation and a genuine desire to learn. Engaging students' creative faculties through imaginative elements enhances their overall learning experience.

Entertainment: While the primary goal of a game is not entertainment, it is crucial to incorporate elements that bring tangible amusement and pleasure to the learning

process. Striking a balance between enjoyment and educational content ensures a positive and engaging learning environment.

In conclusion, using games as a teaching tool in language learning is a modern and effective approach. It harnesses the inherent impact of games on children to create a positive and useful educational tool. Educational games contribute to efficient student-material interaction, increase verbal communication, and aid in the acquisition of new vocabulary. They offer a dynamic way for students to develop speech, language, and listening skills, making them autonomous users of the language. The integration of games into language teaching not only benefits novice teachers but also enhances the teaching practices of experienced educators.

References

References

- Abdelrazig Ibrahim, (2017) Advantages of using language games in teaching English as a foreign language in Sudan basic schools , American Academic Scientific Research Journal for Engineering, Technology, and Sciences.
- Abdelrazig Ibrahim, (2017) Advantages of Using Language Games in Teaching English as a Foreign Language in Sudan Basic Schools, ESP Lecturer: Posh Academy, Kingdom of Saudi Arabia
- Amy Talak-Kiry, (2010) Using Games In A Foreign Language Classroom, SIT Graduate Institute
- Cagda Kivanc Caganaga, (2016) The importance of using games in EFL classrooms , Cypriot Journal of Educational Sciences.
- Dempsey, J. V., Lucassen, B., & Rasmussen, K. (1996). The instructional gaming literature: Implications and 99 sources. South Carolina: University of South Carolina, College of Education.
- Elham Davoodi Khatir, (2015) The effects of using games on English vocabulary learning , Journal of Applied Linguistics and Language Research
- Elnora Bakhodirovna Alimova, (2020) Using games to teach young children English language , Science and Education 1 (Special Issue 3).
- Haroun MELGANI, (2016) Investigating the Effectiveness of Using Games in Teaching Pronouns. Case Study: First year EFL students at L 'arbi Ben M'hidi University.
- Lin Hong, (2002) Using games in teaching English to young learners , Internet TESL Journal.
- Mania Moayad Mubaslat, (2012) The Effect of Using Educational Games on the Students' Achievement in English Language for the Primary Stage, Jordan.

Mikhael Misa, (2022) Teaching Vocabulary Using Games: A Case Study of ELT Classroom at 7th Grade Students of Secondary School , Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences.

Muhammad Lukman Syafii, Wawan Kusnawan, Aziid Syukroni, (2020) Enhancing listening skills using games , International Journal on Studies in Education (IJonSE)

Nur Syafiqah Yacob, Melor Md Yunus, (2019) Language Games in Teaching and Learning English Grammar: A Literature Review, Arab World English Journal.

Using Educational Games Dr / Musa Mahmoud Magdad

Yasmin Shabaneh, Mohammed Farrah, (2019) The effect of games on vocabulary retention, Indonesian Journal of Learning and Instruction

Willis, J., Greenhalgh, S., Nadolny, L., Liu, S., Aldemir, T., Rogers, S., ... & Oliver, W. (2017, March). Exploring the rules of the game: Games in the classroom, game-based learning, gamification, and simulations. In Society for Information Technology & Teacher Education International Conference (pp. 475-480). Association for the Advancement of Computing in Education (AACE).

Yo Nazarova, O Daminjanova, (2022) Using Games in the Language Classroom , Pindus Journal of Culture, Literature, and ELT