Impacts of Game Based-Learning in English Classroom

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Introduction

English language is having more and wider scope in today's fast moving world as it is being international common language for all over the world. Hence, EFL teachers have to find the best ways of teaching language and they are applying different methods in the classroom. One of the common method is to use games to improve students' active participation in the classroom.

In the middle of the 1950s, game research gave rise to game-based learning, and in the 1980s, academics began to study and implement the practice of incorporating games into instruction. People progressively began to accept games as teaching aids as electronic games gained popularity and educational attitudes changed. The published articles on WoS with the tag "Game-Based Learning" have shown that interest in this area is growing quickly.

GBL, a research paradigm that incorporates educational games into classroom instruction and self-regulated learning, is the application of games or related aspects, concepts, procedures, or designs into learning (Deterding et al., 2011). As a result, students can experience immersive learning while understanding concepts and abilities.

GBL has been used to teach in classrooms. In fact, there are still certain issues, such as a lack of integration between gaming and instruction and an unbalanced mix of the educational and enjoyable effects. Games can be either overly appealing but fail to represent learning objectives or overly instructional but fail to pique players' interests (Zhang and Liu, 2007). Some instructional games merely deliver educational material in a digital format, emphasizing fact memorization (Villalta et al., 2011). Aside from that, the effect and experience of games are much less pleasant due to being limited to the equipped devices and internet conditions of the classroom (Shin and Chung, 2017; Halloran and Minaeva, 2019).

There are occasions when applications of digital games must be abandoned due to hardware limitations. Numerous academics and businesses have worked on relevant digital educational game design and research, however because of the environment, technology, and internet, it is difficult to meet the demands of these activities in practice (Xuqing, 2007; Hou et al., 2012). It is evident that the application of GBL depends heavily on the learning resources, the classroom atmosphere, and the technological setup (Dickey, 2011; Sabourin and Lester, 2013). Yet, there are numerous issues with implementing GBL in classrooms.

Material and Methods

In this research, observation method was applied as it had to be one-month research. Observation was held in Alisher Nava'i Tashkent state university of uzbek language and literature. The students of publication department was taken as an experimental group who are second year students and students of education of uzbek language department. For both groups English is taught as a foreign language and their program comprises 60 hours for the semester. Both groups have four hours of English class for a week.

The level of target groups is the same elementary (A2) and they had entrance exam on English language. However, the students of publication department are the second year students and the students of education of uzbek language department are 1st year students. Nevertheless, program is the same for both groups.

The students of the first group had classes with different speaking games while the second group followed only the course book in which different methods are used but not that much games. In the research, students' *participation, speaking skill* and *motivation* were considered and evaluated.

Results

After one-month observation, the students of both groups were taken speaking test and questionnaire, and following results are gained:

Publication students' questionnaire results show that 26 of 30 students satisfied with their game based learning and they want to continue their program in this method while the rest students did not like the classroom and they gave their introvert character as a reason why they do not want such classroom.

When education of uzbek language students' asked whether they liked their way of learning or they wanted learn English with games 28 of 30 students supported game based learning.

In terms of motivation, 87% of all students participated actively in target group and even if their knowledge is not good enough in their mind. They felt free during the class and did not hesitate to show their knowledge.

Discussion

It is obvious from the result that game based-learning is productive. The aim of the research was reached when the results are gained. In most cases, authority stick to the program and do not regard the method and students' desires. Ides of the literature review are proved by the observation that games can improve students' participation and motivation.

It is found that not only experimental group but also the group had course book followed teaching prefer games in the classroom. Only condition is that target language must be actively used in games. Through games, students' interest is increased in learning English language.

Conclusion

As we can see from the research it is a good idea to have games in the lesson as students who are learning language are younger learners and they tend to have more active activities. Sitting in the same place for 80 minutes is not

intriguing for anybody. Especially, the students of university want to learn language in a fun way and do not like being under pressure. Of course, sometimes it is impossible to have games in each lesson or being off program in this case, instructor can have online games which are available in internet. As a researcher I would ask universities to have program which is flexible to be content based. Because in content passed teaching, instructor can be free of using different methods and materials during the class.

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