



# IMPLEMENTATION OF GAMES IN THE PROCESS OF LEARNING AND TEACHING FOREIGN LANGUAGE

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## **ABSTRACT:**

Playing game is the supreme form of exploration. Game-based language instruction is a step closer to becoming a reality. The learners will be helped through language learning activities to gain a more practical understanding of the language. Games have the potential to improve the effectiveness of teaching and learning if they are correctly designed. Reading, speaking, listening, and writing are the four language abilities that can be practiced in games. Games for teaching a foreign language are one of the latest tools that can advance learners' well-being. The use of this tool will make teaching and learning a foreign language easier and more effective. The students will work well with the tutors because they prefer games over traditional educational methods. In addition to reduced stress levels, this outcome involves time savings on lesson preparations and responsibilities. In this article, the concept of teaching and learning foreign languages through games, understanding this concept, the categories, and advantages of language games available, and discovering and analyzing this concept. To teach and learn foreign languages more effectively, this article's major goal is to evaluate the effectiveness of language-using games.

**KEYWORDS:** advantages, games, teaching, learning, exploration, foreign language acquisition.

## **INTRODUCTION:**

The developments in the field of communication and information technologies are the major reason people learn a foreign language. Learning foreign languages has drastically increased in the last two decades. The major cause of this change is the learners feel comfortable learning a foreign language by choosing online resources as a tool to study. It is not sufficient to use simple conventional ways to learn and teach a foreign language. The modern generation's problems have modernized solutions. Foreign language instruction and acquisition can be done with the help of language games available internet. More precisely, hippocampal grey matter is essential for the upkeep of sound cognitive function. In one study, it was shown that early adolescents' exposure to video games may increase hippocampus grey matter [Lyla Patel, 2020]. The concept of teaching through games is not a recent idea. In the 1990s, Peter Catalanotto coined a term called EDUTAINMENT which means media designed for educational purposes through entertainment [Şule Çelik Korkmaz, 2013].

## **LITERATURE REVIEW:**

Though this book is titled Teaching of Language, the content majorly focuses on all foreign languages. The definitions, classifications, benefits, timing, and usage of language games are given to have an idea about language games. Finally, a list of tried-and-true publications and websites with pre-made language games was also given. [Blanka Frydrychova Klimova, 2015]

The major ideology of this article is to change education to edutainment with the help of language games. A brief study was taken on the effects of learning a language through games which ended up on a positive note but the author suggested the researchers conduct studies to examine the views on several other possible points. [Şule Çelik Korkmaz, 2005]

In addition to including new games for the LT classroom, the book has undergone a complete revision and still includes many of the old games. The games are now arranged in a way that is more teacher-friendly, and the book's structure has been altered to enable teachers to run searches based on language and ability requirements rather than just game type. [Wright, A., Betteridge, D., & Buckby, M, 2005]

According to Rooyackers, P's study includes an introduction that discusses how the games can be made available to everyone as well as 101 language games and their variations. [Rooyackers, P, 2022]

The qualitative study of Yıldız Turguta and Pelin Irgin explores how young language learners experience language acquisition while using computer games in internet cafes. It is based on a phenomenological theoretical framework. [Yıldız Turguta, Pelin Irgin, 2009]

We used [Mayer, 2019, 2014] conceptualization of computer games for this paper, where he contends that educational video games serve five interrelated goals. Initially, he describes games as being rule-based, this includes a clear set of requirements for players to interact in a structured, meaningful manner while playing. Second, games are responsive and give players just-in-time feedback as well as opportunities for hands-on learning, enabling them to derive learning benefits from the game. Third, whereas traditional instruction does not provide a means of overcoming these problems, games do. Fourth, playing games gives players cumulative experiences that let them realize where their learning is at right now. Also, students will be inspired to keep playing and learning because games are inviting, enjoyable, and fascinating to play.

This study set out to look into the benefits of using language games when instructing English to speakers of other languages. Abdelrazig Ibrahim offered the next mentioned recommendation: Curriculum developers, teachers, and experts should incorporate enough language games into the curriculum to excite and motivate students to study the foreign language. [Abdelrazig Ibrahim, 2017]

The purpose of this study is to examine the views of second-language teachers toward the use of educational games. The prospect of educational games in second language learning at the graduate level is examined using a qualitative research design. As a result, usage and the features of the game and the current scenario both influence how well lessons are learned. [Muhammet Demirbilek, Ebru YÖlmaz, Suzan Tamera, 2010]

The results of the experiment have spurred discussion over whether English should be taught as a foreign language in the lower primary grades and whether teachers who would be tasked with instructing English to very young kids should obtain special training. English might be included in the curriculum for pupils in their first years of primary education after carefully considering the concepts of young children learning a second language and utilizing game-based teaching methodologies. [Eleni Grivava, Klio Semogloua, Athina Geladaria, 2010]

This study contains 110 different classroom activities, the bulk of which may be used to teach any foreign language. Only a fraction of a lesson should be utilized with some of the activities. Someone else may make up a complete lesson. [Lindstromberg, S, 1997]

This study provides a resource for 70 ELT exercises and activities that are easy to use and don't require a lot of equipment. Each exercise starts with the language to be practiced, the level, and the age before moving on to the stages, the logic behind them, and any variations. [Marsland, B, 1998]

In addition to the longer teaching methods that make up the majority of an English course, this study includes several short and easy teaching methods. Each activity's stages are succinctly explained with examples, and in many cases, sample supplies for right-away use are included in the boxes. [Ur, P., & Wright, 1992]

#### **THE DEFINITION AND CATEGORIZATION OF LANGUAGE GAMES:**

The traditional method is one of the ancient methods of teaching. Using games to teach other languages transports us to the beginning of human history. One of the most effective ways to keep language learners entertained while learning a language is to teach foreign languages through games. Having said that the mannerism, patterns, and methods have become different as the technologies are so well developed. Lev Vygotsky and Jean Piaget finally presented game-based learning (GBL) as an instructional strategy at the university level in the 20th century. Unlike ancient times, computerized games designed are with both audio and video facilities which will be very helpful for pronunciation and listening purposes. Tactical Language and Culture Training System (TLCTS) was designed

exclusively for culture and foreign language acquisition with interactive lessons with educational games [Johnson, W. L, 2007]. According to Carrier.M, numerous studies have also demonstrated that the use of games in language acquisition is both beneficial and efficient [Carrier, M, 1985]. Game-based learning is not a novel concept for youngsters. Czech educator Jan Amos Komensky, who wrote *Schola Ludus* in the 17th century, already promoted this approach [Jan Amos Komensky, 2013]. The plays in this book are meant to be used in Latin classes. A game is a competitive activity that is carried out by rules inside a specific setting, where players face a challenge to complete an objective and prevail [El Shamy, 2001]. Also, Komensky emphasized the need for all instruction to be illustrative and supported by concrete examples. A teacher should also start with simple examples and work his way up to the more challenging ones as they are taught [Jan Amos Komensky, 2013].

Hadfield presents two classifications of language learning games. It is verbal and communicative games [Hadfield, J.]. The list of games to learn a foreign language is categorized below:

- Digital dialects: The concepts will be displayed, and the words have to be matched according to the flashcards shown. This concept is also called Vocabulary Pictionary [5].
- French Hangman: This game improves the vocabulary and the spelling of French words. It progresses from easy to harder. As you play continuously, the game will select slightly harder words from the next. The learner can use the different types of options given to play [6]
- Matching: This game gives concepts to practice in the way of matching the following [7].
- Verbal dominoes: this game will involve the learners exploring lots of vocabulary. Dividing the learners into two to four teams. If the first team names a word, the next team must name the word starting with the last letter of the word named by the first team. We can stipulate a particular topic to make it interesting and effective [8].
- Interactive storytelling: by giving a topic to tell a story about it to the students. Each student will tell a line for the story, and it continues. This promotes vocabulary thinking to frame the sentence, understanding what others are telling to continue correctly, and improves the formation of sentence structure.
- Connections: it is also named Pictoword. This is an ice-breaking game between the learners and the tutors. Learners will be split into teams; each team must find a word with the images given. A series of pictures that combines to create a word [9].
- Searching games/information gap games: by giving a word, one person thinks of the answer by asking questions to the other person. By this, both the person will be benefited by learning new words [10].
- Scrabble games: By playing this game, the learner will improvisation the memory and attempt to learn new words [11].

Some of the above-listed games were the categorization of the games that can be played in the classroom to make the learners physically active such as a movement game.

#### **ADVANTAGES AND WAYS OF USING LANGUAGE GAMES:**

According to Blanka, the following are the main benefits of using games to teach and learn a foreign language. Learning may be so simply engaged by playing games. As a result, the environment in language classes is relaxed and enjoyable. The learners are encouraged to continue learning. Learning using games reduces stress for extroverted students. In front of their fellow students, they become less nervous to talk. It provides a different learning environment from the ordinary. The four skills of reading, writing, speaking, and listening are all naturally practiced and encouraged. Student-centered games are a staple. The student's involvement in the classroom rises as a result. The verbal spontaneity and creativity that come from playing games are fostered. The personality and interactivity of the learner are enhanced [Blanka Frydrychova Klimova, 2015].

According to Khan, language teachers must carefully consider whether to use games, which ones to employ, and how to do so in a suitable, successful, and efficient manner to meet the needs of their pupils as well as the aims of the lesson. [Khan, J, 1991]. In the traditional method of teaching, games are majorly used at the start of the classes like warm-ups, then fill-ins, or at the end of the classes to make the students interact. If games make learners more active, joyful, and stress-free in class, then the tutor uses these games to learn a foreign language. Though language games are used as a tool to learn a language, the rules are to be very clear, the aim of this game has to be achieved successfully and the game will be fun at the end when the learners will learn a language without any stress. By playing games and even by reading the instructions, the learners can learn more vocabulary easily. According to [Hong, 2002], a language game's effectiveness depends on having clear rules, clearly stated end goals, and players who like the activity.

According to Wright, A., Betteridge, D., & Buckby, M., the games have to be explained before playing them just to avoid the following misconceptions. Should explain the procedure of playing the particular game correctly. Demonstrate the game in front of the learners to have an idea about it. Pick volunteers to take the trial. At last, allow the students to play as instructed [Wright, A., Betteridge, D., & Buckby, M., 2005].

#### **FINDINGS & DISCUSSIONS:**

Qualitative analysis has been adopted for this study. According to Yıldız Turguta, and Pelin Irgin as a final step in the analysis of the phenomenological data, the synthesis of the textural and structural meanings and essences produced three key interpretations of how young learners perceived the process of learning a language through play these include understanding, transfer, and motivation [Yıldız Turguta, Pelin Irgin, 2009].

Playing games with your students helps them improve their communication, social, and interpersonal skills. The data presented above makes it evident that games can be useful teaching tools for language training. As a rule of thumb, students should be encouraged to play language games more as the tutor becomes more aware of the benefits of utilizing them as a tool for learning a foreign language. Their language learning progresses as a result of this. [Yıldız Turguta, Pelin Irgin, 2009]

Language acquisition requires a great deal of vocabulary study. Learning tactics developed by language learners include speculating about the games' contexts or rules and looking up the words' definitions in an online dictionary. When they see the same term again later, they can recall its meaning by thinking back to the game's rules or other circumstances by recalling the context of their previous encounters with it. This is how successful language learners transfer what they have learned. They periodically use dictionaries that kids find online, and after playing a game two or three times, they get the hang of it and can seek help from individuals around them. With more exposure and understanding, the student's understanding of concepts increases [Yıldız Turguta, Pelin Irgin, 2009].

Motivation is crucial since we are constantly learning new things. When a student is playing a game, he should be able to comprehend both the visual and oral conversation that appears in the game. The learners' goal is to complete the game successfully, so they learn the new terms right away and carry on with the game by picking up the new words and rules. However, learning all the unfamiliar and new vocabulary is truly the end goal—not winning the game. As a result of their intense interest in gaming, the students strongly emphasize winning and drive themselves to take all necessary steps to achieve success. As they speak, the students eavesdrop on them to advance the lesson by using the conversation of the characters as directives and ensure victory [Yıldız Turguta, Pelin Irgin, 2009]

Understanding, Transfer, and motivation always play important role in learning certain things. According to [Yıldız Turguta, and Pelin Irgin, 2009], the aforementioned strategies and tactics are crucial for learning a foreign language.

#### **CONCLUSION:**

Digital games are among the most often used teaching tools in modern classrooms. Using language games as a tool to learn or teach a foreign language is always a game-based, student-centric approach. This article states that the language learning atmosphere will be playful, which stimulates the learner's motivation and confidence and creates a positive attitude towards learning a foreign language by using language games as a tool to learn or teach a foreign language. The effectiveness, importance, and usefulness of the language games are showcased. As the students prefer games in education, the tutor will have good collaboration with the students. This result includes time-saving on lesson plans, workloads, and reduced stress levels. They can make sure that the content for the topics is updated, fresh, and up to date. The actual purpose of these language games is to develop the knowledge of a foreign language by the state of enjoying the language in a more relaxed atmosphere and situation. It also reduces the learners' anxiety and tension levels. As [Uberman, 2009) states, games entertain, encourage, teach, and promote communication and fluency skills. The study of how technology mediates language acquisition in ways that may not have been anticipated in traditional language learning contexts is made possible by digital games. Playing online games with young learners encourages language learning, particularly vocabulary development. The greatest course of action for them would be to attempt playing online games that are beneficial tools for language acquisition.



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