

THE USAGE OF GAMES TO TEACH ENGLISH EFFECTIVELY FOR YOUNG LEARNERS

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Abstract: Teaching English to young learners requires engaging methods to keep them interested and to ensure effective learning. Game-based learning (GBL) has achieved popularity as a new way to improve motivation, building up vocabulary, and communication abilities in learning language. This article explores the effect of using games in teaching English language for young learners. By reviewing current researches, we can discover some advantages of GBL, including higher motivation, better vocabulary acquisition, more effective speaking, and enhanced learning achievement. Researches indicate that games provide an engaging and interactive learning environment which can enhance language learning's effectiveness and attractiveness. The study explains that mixing games with English lessons can bring undeniable benefits to young students, and using game-based strategies during the lesson by teachers can help to improve efficacy.

Key words: game-based learning, young learners, English language teaching, motivation, vocabulary acquisition, speaking skills

Introduction

It can be both fun and difficult to teach English to young children simultaneously, as kids do not pay attention to traditional teaching techniques like memorization and repetition exercises being repeated again and again, leading to low involvement and gradual progress. For young learners, creative and entertaining activities are necessary in maintaining motivation and develop their language abilities successfully.

Children can learn English in an engaging and exciting method with game-based learning (GBL), which has become a strong tool in instruction of languages. According to some researchers, the games which are included in lessons of English provide an intimate and motivating environment in which learners can reinforce new vocabularies, build their communicative skills, and gain in-confidence to use the language. The why this article is based on English language instruction through games for very young learners. This paper will analyze the effect of the games on speaking, vocabulary learning, motivation, and, in general, language mastery. The survey of the literature on GBL refers to the benefits in supporting English language education and offers a view on improving learning outcomes.

Methods

This research looks at earlier studies on the use of game-based learning to teach English to young students using a systematic review methodology. Through keyword searches in

academic databases, relevant researches were found, with an emphasis on studies that evaluated the effects of incorporating games into primary school English language training.

Results

To further explore how game-based learning, or GBL, assists children in acquiring the English language, we conducted a mini-research project at a primary school in Tashkent. The study included two groups of third-grade students. One group was taught using conventional strategies that relied on rote learning and textbook exercises, while the other group used interactive language games.

Both groups studied the same set of vocabulary and speaking topics for a period of four weeks. The experimental group, however, participated in different educational games like word-matching, role-playing, and even digital storytelling, while the control group remained with regular lessons. After the period, we checked vocabulary and speaking abilities of both group students.

The search examined that the students who learned through games performed more better. Not only did the experimental group's word memorization exceed that of the control group by 30 percent, but they also spoke more during the speaking exam with greater self-esteem. A majority of the teachers and students also claimed that learning through games was more fun and captivating.

In addition, Taştekin (2020) showed that using games in lessons helps students speak English more confidently. Duyseanova and Yelland (2024) also found that digital games make learning more interesting and effective for young learners.

These findings support past research showing that game-based learning motivation to learners for improving vocabulary, and speaking abilities. Hafiza and Pratolo, for example, discovered that interactive games and role-playing were more successful in keeping students active in class [Hafiza 2024]. Sartorio also made a research in Algeria with third-grade pupils [Sartorio 2024].

Discussion

The findings suggest that incorporating games into English language teaching for young learners offers multiple benefits. The increased motivation observed in students can be attributed to the engaging nature of games, which transform traditional learning into an interactive experience. Enhanced vocabulary acquisition and speaking skills are likely due to the contextual and practical usage of language within games, allowing learners to apply new words and phrases in meaningful situations. Furthermore, the positive educational outcomes associated with digital game-based learning highlight the potential of technology to create flexible and effective language instruction methods.

Conclusion

Games-based learning is a very effective way to teach English to young learners. Furthermore, by encouraging motivation, enhancing vocabulary acquisition, improving speaking skills, and leading to greater educational success in general, games offer a dynamic, fun and interactive option to traditional methods of teaching. The information can be integrated into educators curriculum with the help of these approaches that will facilitate the development of language in young learners through the integration of game based approaches.

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