THE USE OF GAMES IN TEACHING A FOREIGN LANGUAGE AT A UNIVERSITY

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ABSTRACT

The present article explores the potentiality of incorporating word games as an effective pedagogical tool for instructing a second language at an institution of higher learning. This discourse serves to provide an overview of the principal classifications of games, with particular emphasis on lexical-based gaming. This article presents a comprehensive discourse on the conditions that facilitate the efficient utilization of word games in foreign language instruction. Additionally, the paper furnishes illustrations of game-based strategies appropriate for various phases of students' learning.

Keywords: Teaching a foreign language, game methods of teaching a foreign language, language games, lexical games, adult education.

INTRODUCTION:

The application of gaming as an educational tool for teaching a foreign language within a university setting is a topic of growing interest. Scholars and practitioners have explored the efficacy of this approach, which involves utilizing games to create a more engaging and interactive learning experience. The use of games has been found to be particularly effective in facilitating language acquisition by encouraging student participation and motivation. This mode of instruction encourages students to interact with the language in a natural, immersive manner, thereby increasing their capacity to comprehend and retain information. Notably, the application of gaming in foreign language teaching has been found to be suitable for diverse learning styles and preferences, suggesting the potential for its widespread adoption in higher education. The findings of contemporary research demonstrate that acquiring a foreign language whilst gaming is not solely more enjoyable and captivating, but also notably enhances efficiency and expedites the learning process. The aforementioned phenomenon can be attributed to the existence of a stimulating agent that prompts the cerebral cortex to enhance one's ability to retain novel knowledge.

LITERATURE REVIEW

In the realm of pedagogy, game technology comprises an array of methodologies and strategies designed to structure the learning process via diverse pedagogical games. Its fundamental purpose is to promote student's cognitive activity, engendering the impetus for independent inquiry in the face of emerging inquiries. Moreover, game technology enables children to apply their lived experiences and daily conceptions towards the acquisition of knowledge.

A game can be considered as a viable method that facilitates the motivation of students to study the subject matter, fosters the growth of linguistic and oral proficiency, and expedites the sound and comprehensive assimilation of the material. In academic writing, the text can be revised as follows: Is the integration of gaming as a teaching strategy viable for students? Furthermore, if it is, which types of games offer the greatest potential in enhancing linguistic aptitude? In contemporary academic discourse, gaming is a recognized tool that can be suitably employed in facilitating foreign language instruction for both juvenile and mature learners. It would be pertinent to provide game classifications that facilitate the identification of games that are conducive to the enhancement of specific linguistic proficiencies. Creative games are characterized by intricate compositions, wherein the utilization of acquired proficiencies and comprehension are creatively applied within a gaming situation.

Scientists categorize games based on their aim into two distinct types, namely language games and speech games, which focus on linguistic and communicative development, respectively. The topic of linguistic games and their categorization according to the competencies developed is discussed by Dushina. The author classifies these games into three groups, namely non-communicative, pre-communicative, and communicative. The present discourse discusses discernible classifications pertaining to two categories of games. Firstly, games that entail the acquisition of new lexical units and grammatical constructions, and the cultivation of various linguistic abilities, both phonetic and grammatical. Secondly, games that aim to facilitate the transfer of studied materials and skills into unconventional situations, specifically those encountered during communicative exchanges within the context of games. Concurrently, it is crucial to consider the didactic sequence principle, wherein tasks are executed primarily for memorization and reproduction, including through exemplars, prior to undertaking creative applications of the acquired knowledge. In the present article's context, we propose designating a class of games as "word games." The games under discussion have direct correlations to words, encompassing their orthography, semantic significance, and concordance with other words. Notably, both

the spelling and lexical games, as per Stronin's classification, can be appropriately subsumed under this designation. Word games offer students the opportunity to broaden their lexicon by acquainting themselves with new lexical units, as well as reinforcing their understanding of more familiar lexical units. In addition, these games serve as a platform for students to improve their spelling, activate their speech-thinking activity, and become exposed to the compatibility of various lexical units, including stable expressions and phraseological units. 1. Lexical puzzles and 2. Cryptic puzzles. The second installment of the topic of anagrams is the subject of this composition. The concept of anagrams involves the arrangement of letters in a particular order or sequence to form a different word. Such arrangements can be made using the same letters present in the original word. This form of wordplay is prevalent in various aspects of the English language, including but not limited to literature, language games, and puzzles. The purpose of this text is to provide an in-depth analysis of anagrams and their application. The third edition of the crossword puzzle book is now available for purchase. The process of conducting a word search within a randomized array of letters, commonly known as "Word search," is the focus of this study (Word search 4). The interactive word guessing game known as "Hangman" (Hangman) has gained significant popularity over the years. Its objective is to guess a mystery word by guessing letters one at a time. The game's title is derived from the graphic of a hanged man, which represents the number of incorrect guesses allowed. The term "hangman" refers to the actual executioner who carries out a death sentence through the act of hanging. "Balda" refers to a lexical game that involves the construction of words through the utilization of letters which are added to a square play area, using a particular methodology. In the realm of English language instruction, students commonly perceive the implementation of games as an engrossing and efficacious approach that facilitates retention of curricular content. Nonetheless, it is incumbent upon pedagogical practitioners at the university level to underscore that verbalized diversion within the English classroom should not be regarded as an ultimate objective, notwithstanding its potential utility as a mode of psychological catharsis subsequent to strenuous academic exertion. When arranging a game in a foreign language course within a university setting, it is imperative for the teacher to consider the broader methodological principles, in addition to the principles of pedagogy for adult education. Given that students often self-identify as adults, while also responding positively to techniques and methods typically employed with children, it is essential to recognize that adults require a clear understanding of the purpose behind the instructional content being delivered. Consequently, it is paramount for teachers to be adequately equipped to explicate the

ways in which a game can facilitate foreign language acquisition. Individuals of mature age perceive learning as a means of addressing problems, and often engage in learning through experiential methods. Word games, therefore, offer a broader range of opportunities for experiential learning compared to conventional textbook exercises. Additionally, the game in question should be meticulously planned, featuring unambiguous regulations and uncomplicated requirements, overseen by the teacher. A convivial ambiance during the gaming session enables students to harness their capacities for self-expression and advancement. Inclusion of a competitive component (on the premise of participants or teams having equal footing) in the game allows for stimulation of cognitive activity and active involvement among students. The following examples illustrate the implementation of diverse games across distinct phases of foreign language instruction within an organizational framework. During the warm-up phase, a key responsibility of the teacher is to facilitate the incorporation of relevant knowledge and experiences pertaining to a particular topic among students, with the aim of priming them for subsequent class activities. One effective approach for achieving this objective may involve the utilization of interactive classroom games such as "Missing Letters", "Unscramble", and "Constructor", which could be implemented to stimulate student engagement and facilitate information retention.

The present study clearly indicates that all classifications under consideration pertain to a continuum of linguistic games, wherein players engage in activities that facilitate the acquisition of new lexical units, grammatical constructions, and individual language skills (including, but not limited to, phonetic and grammatical skills). Additionally, certain games are strategically designed to transfer the assimilated material and skills to non-standard situations, as well as to promote effective communication during gaming activities. Simultaneously, it is crucial to consider the didactic sequence principle. Thereby, initially, assignments are executed with the intention of memorization, reproduction, and emulation of previously analyzed material. Eventually, tasks advance towards encouraging creative application of the acquired knowledge.

In conclusion, the use of games in foreign language instruction has shown promising outcomes in enhancing language acquisition among learners. Researchers have observed that game-based learning can increase learners' motivation, engagement, and enjoyment in the learning process. Additionally, games can provide learners with a context where they can apply their language skills in a practical and fun way. The incorporation of technology in gaming produces a multi-modal learning experience that assists learners in developing various language-related skills,

including listening, speaking, reading, and writing. However, the successful integration of games in a foreign language curriculum depends on various factors such as the objectives, learning outcomes, and target language proficiency level. Further research is necessary to identify the most fruitful approaches to incorporating games into a foreign language instructional program.

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