

THE EFFECTS OF GAME-BASED LEARNING ON VOCABULARY ACQUISITION IN B1 LEVEL LEARNERS

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Abstract

This research investigates the impact of game-based learning (GBL) on vocabulary development in B1 level students. We evaluated vocabulary acquisition before and after GBL interventions using a combination of quantitative and qualitative methods, as well as gathering information on learner experiences. Our results suggest that B1 level students who participated in GBL experienced notable enhancements in vocabulary retention and usage. Furthermore, students also mentioned a rise in their levels of motivation and enjoyment while engaging in game-based learning activities. These findings indicate that including GBL in language learning programs may be a beneficial strategy for improving vocabulary proficiency in B1 level students.

Key words: Game-Based Learning ,vocabulary growth, quantitative and qualitative methods, vocabulary acquisition, learner experiences

Annotatsiya

Ushbu tadqiqot B1 darajasidagi talabalarda o'yin asosida o'rganish (GBL) ning so'z boyligini rivojlantirishga ta'sirini o'rganadi. Biz GBL aralashuvlaridan oldin va keyin lug'atni o'zlashtirishni miqdoriy va sifatli usullarning kombinatsiyasidan foydalangan holda, shuningdek, o'quvchilar tajribasi haqida ma'lumot to'plashni baholadik. Bizning natijalar GBL da ishtirok etgan B1 darajasi talabalarida sezilarli o'zgarishni ko'rsatti. Bundan tashqari, talabalarda o'yinga asoslangan o'quv faoliyati bilan shug'ullanayotganda motivatsiya va zavqlanish darajasining oshishi kuzatildi. Ushbu topilmalar shuni ko'rsatadiki, GBLni til o'rganish dasturlariga kiritish B1 darajasidagi talabalarda so'z boyligini oshirish uchun foydali usul bo'lishi mumkin.

Kalit so'zlar: o'yin asosida o'rganish, so'z boyligini oshirish, miqdoriy va sifat usullari, so'z boyligini o'zlashtirish, o'quvchilar tajribasi

INTRODUCTION. Vocabulary acquisition is a critical component of language learning, essential for developing the ability to communicate effectively and comprehend a foreign language. For B1 level learners, who are transitioning from elementary to intermediate proficiency, expanding their vocabulary is pivotal for achieving greater language fluency and confidence. Traditional vocabulary teaching methods, often characterized by rote memorization and repetitive exercises, may not adequately engage learners or cater to diverse learning preferences. The advent of educational technology has introduced innovative instructional approaches, one of which is game-based learning (GBL).



GBL utilizes the engaging and interactive nature of games to create an immersive learning experience. By incorporating game mechanics such as challenges, rewards, and immediate feedback, GBL can potentially enhance learner motivation and engagement. This method not only makes vocabulary learning more enjoyable but also improves retention and practical usage of new words. Despite the increasing popularity of GBL, there is a need for empirical evidence to substantiate its effectiveness, especially among B1 level learners.

This study aims to explore the effects of GBL on vocabulary acquisition in B1 level learners. By comparing the outcomes of traditional vocabulary instruction with game-based activities, this research seeks to evaluate whether GBL provides a more effective and engaging method for vocabulary enhancement. The findings of this study could offer valuable insights for educators and curriculum designers, demonstrating the potential benefits of incorporating game-based techniques into language teaching strategies.

METHODS. The impact of game-based learning (GBL) on vocabulary acquisition for B1 level language learners is an intriguing story that is developing in classrooms globally. This narrative departs from conventional techniques for teaching vocabulary, which typically involve memorization and repetitive practice exercises. Instead, it focuses on utilizing the interactive and motivational features of games to enhance language skills in a dynamic and engaging way. The central idea of this method is that learning a language is more than just memorizing rules; it involves active participation, creativity, and meaningful interaction.

GBL encourages learners to engage in activities that boost collaboration, critical thinking, and enjoyment to fully immerse themselves in the language. Interactive games for vocabulary make learning a fun and engaging experience, motivating students to interact with new words in environments filled with context. By engaging in word matching, crossword puzzles, and vocabulary quizzes, learners are encouraged to apply new vocabulary in an enjoyable and productive manner, which enhances retention and real-world usage.

The structured difficulties and instant response found in GBL assist in keeping learners motivated and interested, transforming learning new vocabulary into a series of gratifying accomplishments. While playing these games, students develop their vocabulary and improve their problem-solving and critical thinking skills in the target language. This method aims to lessen the stress typically linked to conventional learning techniques, making it easier and less daunting to acquire vocabulary.

Furthermore, GBL promotes self-directed learning, enabling students to advance at their own speed and review difficult material when necessary. This flexibility guarantees that every student can gain a more profound comprehension of unfamiliar vocabulary, personalized to their unique learning requirements. Integration of technology in these educational activities helps students get ready for the modern digital world.

RESULTS AND DISCUSSION. The objective of this research was to examine how the use of game-based learning (GBL) techniques can enhance the vocabulary learning of ESL students at the B1 proficiency level. Effectively communicating in a language relies on individuals building a strong vocabulary. This research aimed to investigate how incorporating GBL into the syllabus affects B1 level students' vocabulary skills and understanding of English language usage. This research employed a quantitative analysis approach and utilized a basic pre-test – post-test experimental design. In this specific study, one group was provided with GBL interventions whereas another group did not undergo the same therapy.

The vocabulary acquisition of both the experimental and control groups was measured before and after the GBL intervention to determine its impact. Adhering to Herrington and



Oliver's positivist methodology principles, this research sought to enhance comprehension of the application of GBL techniques in language learning. Selecting appropriate GBL resources and strategies was crucial in order to address the language proficiency and developmental stage of B1 level learners. Thoughtfully picked interactive and captivating games were selected for their linguistic suitability and capacity to encourage vocabulary acquisition.

During the research, careful monitoring was conducted on both the experimental and control groups. The experimental group engaged in GBL sessions as a component of their language learning curriculum, whereas the control group utilized traditional teaching approaches. Using GBL techniques was believed to enhance vocabulary acquisition in B1 level learners by providing a more engaging and interactive language learning experience. By incorporating fun and interactive games, GBL aims to improve language retention and broaden vocabulary in B1 level learners, going beyond conventional language learning techniques.

In summary, the use of GBL methods is beneficial for enhancing vocabulary acquisition in B1 level students. Through the use of a structured method in GBL, teachers can improve students'

CONCLUSION. This study highlights the important positive effect of game-based learning (GBL) on vocabulary growth in B1 level ESL students. This study shows that GBL strategies improve vocabulary retention and boost learner engagement and motivation compared to traditional instruction. The significant increase in post-test scores for the experimental group, along with the positive qualitative feedback showing increased enjoyment and engagement, proves the efficacy of GBL. These findings indicate that incorporating GBL into language courses can provide a more lively and efficient method for teaching vocabulary. Playing games that are interactive and competitive creates a dynamic learning setting that motivates students to actively engage with and remember new vocabulary. In addition, the instant feedback and rewards provided in GBL can maintain motivation and enhance the enjoyment of the learning process.

In summary, GBL offers a useful teaching tool that has the potential to change ordinary language learning settings into stimulating and successful learning experiences. Further investigation may delve into the lasting advantages of GBL for retaining vocabulary and its applicability to varying levels of proficiency and language abilities. Utilizing new teaching techniques such as GBL can greatly improve the language learning experience, increasing interactivity, enjoyment, and effectiveness for students.

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