

# Analysis on the Application of Gaming Teaching in College English Course

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## Abstract

How to use the game teaching mode to carry out active and effective teaching practice in college English teaching in colleges and universities has become the focus of teaching practice concerned by schools, teachers and students at present. Game teaching activities are an important part of college English teaching. In order to stimulate the enthusiasm of college students to learn English, this paper mainly explores the research status of gamification teaching at home and abroad, combines the teaching practice, and takes students as the center and considers the characteristics of different students. Make use of the interactivity and timely feedback of the game; This paper analyzes how to introduce game teaching into college English teaching from many aspects, so as to improve students' comprehensive ability of learning English and stimulate students' enthusiasm of learning English. It is found that it is effective for learners to learn English vocabulary through game teaching, especially with the help of contextual conditions.

## Keywords

College English; Game Teaching; Game Courseware.

## 1. Introduction

Under the background of big data and "internet plus", the integration of technology and education has made great changes in learning methods. With the popularity of mobile devices, the improvement of mobile networks and the increasing development of mobile application scenarios, English teaching has also broken through the limitations of time and space. Game-based teaching is simply to apply games to teaching, so as to achieve the effect of creating a relaxed and pleasant learning atmosphere and entertaining. The teaching of college English should not be limited to language professors themselves, but should focus on the cultivation of comprehensive language skills and intercultural communication skills [1].

In the modern school education environment, educators integrate teaching contents into games, create various classroom teaching games, and achieve satisfactory teaching results [2]. Based on the discussion of the concept and significance of gamification teaching, this paper will introduce several effective gamification teaching activities in college English classroom, in order to provide theoretical and practical reference for college English teachers to practice gamification teaching.

## 2. Concept and Characteristics of Game Teaching

Teaching and games are like two parallel lines that never intersect. On the surface, teaching is a serious and serious teaching and learning activity, while game is a recreational activity on the surface, which is totally different in nature, but in fact, teaching and game are intrinsically related. Teaching is a serious activity to impart knowledge, while game is just an activity of enjoyment, wasting time and enjoying luxuries. It is of great significance to make games the formal carrier of teaching activities. It improves the learning efficiency, enables students to

have a deeper understanding of what they have learned, enhances their interest in learning and promotes their physical and mental development.

In fact, the implementation of gamification teaching can be implemented in the whole class or in a certain short period of time. Either way, it advocates the organic unity of teaching and entertainment. Game-based teaching is based on games. Games are a kind of spontaneous entertainment activities. It is children's nature to love to play. Children learn the knowledge points taught by teachers by participating in games. In the whole game activity, most students are in a serious and active state. Therefore, this teaching method largely implements the educational principle of "entertaining". The combination of game and education has its unique advantages. Students learn new knowledge in the process of "learning by playing" and "learning by playing", and they are no longer afraid of not learning, which effectively enhances students' interest in learning, helps students build up self-confidence and makes them really like learning. Game teaching has the characteristics of entertaining, task-driven and returning to nature. Games can create a free and pleasant classroom atmosphere and close the relationship between teachers and students [3]. By designing some game tasks related to teaching content, students can use limited tools and means to complete certain tasks in specific situations, and get corresponding rewards or punishments, so that students can get the driving force and sense of accomplishment in using language. The application of game-based teaching in the process of language teaching is by no means to completely deny the traditional teaching methods, but to give full play to the characteristics of game-based teaching, as a useful supplement to the traditional language teaching classroom, and finally to improve students' learning efficiency and learning effect.

### 3. Feasibility Analysis of Game Teaching in College English Teaching

As an instinctive activity of people, games can maximize people's knowledge and ability. Educators sincerely hope to find an effective teaching method in the teaching process, and cultivate high-end talents who meet the requirements of social development by implementing effective teaching methods. Then, can we make the learning process playful, let students and teachers get rid of the sea of hardship, make teaching and learning happy, and make students surpass themselves in the process of independent exploration of knowledge and create greater and more value for the society.

The process of language learning is a long-term systematic training process, which needs to be carried out step by step from simple to complex, and can not be accomplished overnight or suddenly. Therefore, the modern college English classroom should not focus on the simple teaching of language rules, but should abandon the traditional teaching methods (such as explanation, recitation, etc.), focus on the practical application of English language communication, and reconstruct the language in the concrete communication process.

Constructivism has exerted a profound influence on present school education. Constructivist learning theory holds that the acquisition of knowledge is not accomplished by teachers' one-way teaching, but is formed by learners' active meaning construction in their interaction with others based on their own experience [4]. In the process of the game, learners often enjoy themselves, but greatly neglect their own more physical and energy consumption. The main reason is that the game can provide learners with rich scene experience, and these different forms of situational activities can bring instant feedback (reward or punishment) to participants, bring success happiness and failure frustration to learners, and enable learners to form a certain assessment of their abilities, thus forming continuous motivation [5].

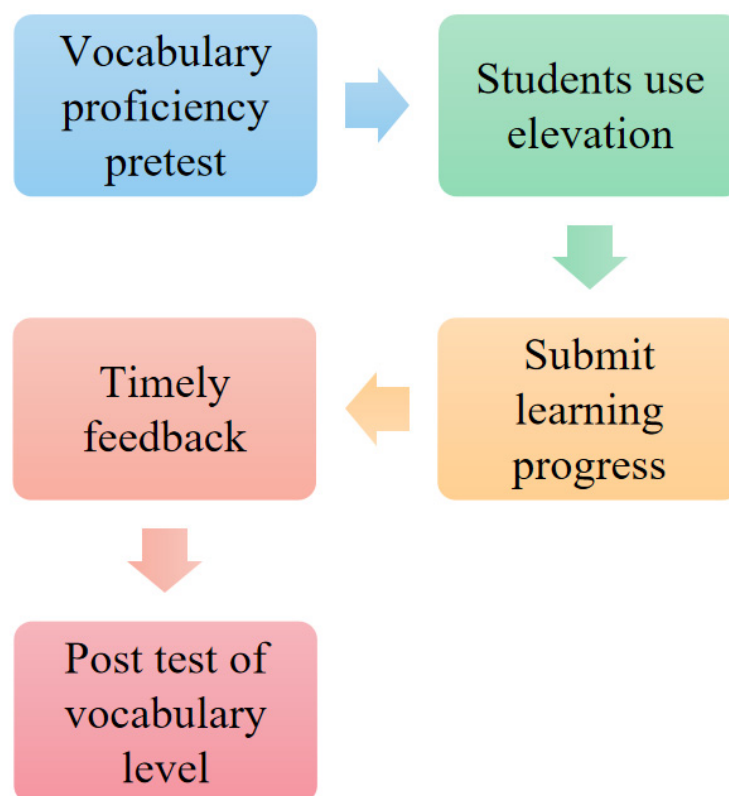
Entertainment teaching theory refers to experiential learning theory with entertainment teaching theory as its connotation. In a broad sense, entertainment teaching theory refers to the combination of entertainment and education. In a narrow sense, it is defined that the fun,

pleasant experience and significance of learners' life are introduced into education through entertainment means (such as games, etc.), so that learners can be educated in entertainment. Literature [6] further verified that the flow experience gained in games is positively correlated with learning results, and that educational games enable learners to experience more positive academic emotions.

#### 4. Design of Game-based Teaching Activities in College English Class

College English is the most important required course at undergraduate level, and it is also an important classroom to further improve students' English application ability and humanistic quality. Below, the author will discuss how to design game activities suitable for 8-9 groups by grouping in the large class environment through his own teaching practice, so as to arouse the enthusiasm of every student as much as possible, and let every student "learn by doing", master knowledge and practice language in the game.

Before the beginning of this stage, the researcher first pre-tests the subjects' vocabulary level, and then, the learners need to use their spare time to finish three games pushed by game courseware every day, and send the finished interface to the study group established by the researcher in the form of screenshots. Post-test of vocabulary level was conducted the day after the end of the study. The second stage of the study is shown in Figure 1.



**Figure 1.** Promote the second stage of English vocabulary learning

##### 4.1. The Design of Game Courseware

English singular and plural nouns can be included in the teaching of grammar rules in English, because unlike Chinese habits, it is difficult for students to understand and learn. Here, the input hypothesis theory of second language acquisition theory is adopted to provide students with a large amount of language input, that is, the practice of changing nouns from singular to plural. The game consolidation knowledge points are aimed at students to use. Click the class button

to teach and learn the courseware content. Click play game to enter the game module of the courseware, and consolidate the knowledge points of this lesson in the game.

Game design is the feature of game courseware. Generally speaking, there are three stages of game development and design: conceptual design stage, detailed design stage and adjustment stage. The theme of this game is to collect correctly classified items. The words to be mastered are mushrooms scattered in the fields, the game characters are cute little girls, and the game task is to collect items. Game rules are six rules for changing the singular number of nouns into the plural number, and correctly select the items that meet the plural number of nouns rules from the game world within the specified time. The detailed design stage is to choose the implementation platform to create the game world. Finally, adjust the game according to the work progress and the trial results.

Audio mainly includes the pronunciation of words and the effect sound of games. The pronunciation of the word is recorded by the recorder of the mobile phone, and then converted into mp3 format by the format converter. The effect sound is downloaded from the Internet and then edited in Adobe Audio software. Program design and implementation: This game courseware is implemented by Adobe Flash Professional CS 5.0 platform. The courseware part adopts frame-by-frame animation of Flash, and the game part is programmed with ActionScript 3.0 embedded in Flash.

#### **4.2. Dictation Game**

Dictation here is not the traditional mode of teachers reading words or phrases and students writing them down. Instead, let the students participate in the whole process. The specific rule is that the teacher will make a short paragraph of words or phrases that have been explained before, with the length of words.

Divide the students into groups of people, choose a representative from each group, and send the note with this passage to the group representative. Then ask him to read the note to other members of the same group, and write it down as quickly as possible. Within the specified time, the group with the largest number of completions and the highest correct rate is the winning group. After the game, we can also discuss the language mistakes made by everyone during the game in groups. In the process of learning and correcting each other, students can consolidate what they have learned and improve their language ability, thus killing two birds with one stone.

#### **4.3. Grammar Training**

Grammar training is also a group training. The teacher gave each group 23 word cards, and each group got the same words. The given 23 words include nouns, articles, be verbs, present participles, past participles, conjunctions, prepositions and adverbs. Students are required to use as many words as possible to form a sentence, and the group that uses the most words to write a correct sentence within the specified time will win.

Within the specified time, the team that writes the longest sentence that meets the requirements wins. These two games seem simple, but in fact they are not easy. In the process of making sentences, we should not only consider the logic of word meaning, but also consider the correctness of grammar, and at the same time be limited by the number of parts of speech given.

This kind of grammar training investigates students' mastery of grammatical functions of different part-of-speech words through the game form of making sentences in groups, and trains students' syntactic ability and ability to apply the arrangement rules of various components in English sentences, which is quite challenging and especially suitable for college students who already have considerable vocabulary and grammar ability.

#### 4.4. Reading Training

In reading training, the teacher divides an article into several paragraphs, and each group is assigned a paragraph. Each member of the group should read the paragraph he is responsible for separately, and answer the relevant reading comprehension questions after the paragraph. Then, the group members discuss each question and unify the answers to each question.

Through the explanations and questions of each group, the whole class has a complete understanding of the whole article. This reading activity first trains students' reading ability and negotiation comprehension ability, then trains students' questioning ability and expression ability, and completely changes the passivity of reading comprehension, an input language training activity, making reading comprehension more active and incorporating a large number of output language training activities.

#### 5. Analysis of the Application Results of Game Teaching

In this study, the following quantitative analysis and qualitative analysis were made for the research problems, in which the quantitative analysis used SPSS20.0 to analyze the experimental data.

After eight weeks of empirical research, the overall vocabulary level of college English learners has been improved ( $T = -8.06$ ,  $P = 0.000$ ). As shown in Table 1:

**Table 1.** Vocabulary test score value (N=43)

	Pre-test		Post-test		MD	T	df	Sig. (bilateral)
	M	SD	M	SD				
Question 1	13.44	4.86	15.02	4.47	-1.63	-3.36	42	0.001
Question 2	9.41	5.53	11.13	4.61	-1.74	-3.27	42	0.003
Question 3	2.06	3.74	11.05	6.63	-8.93	-8.22	42	0.000
Total test scores	24.15	8.47	12.62	12.08	-10.29	-8.06	42	0.000

Table 2 shows that during the eight-week empirical study, it is effective for learners to learn English vocabulary through the game software game courseware. This is mainly because game courseware contains a large number of learning contents combining pictures, text and audio. With the support of this multi-modal condition, learners can understand and absorb vocabulary from many aspects such as vision and hearing, and better understand vocabulary from the perspective of illustration.

Pure listening, speaking, reading and writing training will make students feel boring and boring to learn. If teachers play games in listening, speaking, reading and writing training, they can turn boring into interest, passive into active, and mundane into twists and turns. While all kinds of games in English class serve different teaching purposes, such as reviewing vocabulary, reading comprehension, consolidating grammar and cultivating listening and speaking, no matter what kind of games are launched, students must open their mouths boldly and actively in class, thus avoiding the situation of dumb English in class and enabling students to learn to listen and speak unconsciously.

#### 6. Conclusion

The development of English classroom games enlivened the classroom atmosphere, made students willing to learn and enjoy learning, summed up the design principles of college English classroom games combined with practical teaching activities, injected new ideas into classroom teaching, activated English classroom and successfully achieved the teaching objectives.

However, gamification teaching does not blindly pursue game-like fun and entertainment, but pays more attention to enabling students to master English application ability through teaching. Therefore, teachers should carefully design each link of gamification teaching according to the characteristics of college English classroom teaching, so as to make the teaching progress smoothly, improve the teaching quality and achieve the teaching objectives.

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