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Integrating game-based learning in teaching young learners reading skills

Saturday 17 May 2025 12:30 (25 minutes)

TITLE

Integrating game-based learning in teaching young learners reading skills

RELEVANT SIG

Teaching Younger Learners (TYL)

FORMAT

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

Short English description

KEYWORDS

game-based learning
young learners
reading skills

First-time presenter?

First-time presenter

ABSTRACT

Game-based learning has been utilized to teach English to secondary school students in Thailand for a while, but research done to examine its effectiveness to maximize young Thai learners'English language performance has rarely been found. Therefore, this research was conducted with the aims of comparing the English reading skills of students before and after integrating the game-based learning into the syllabus and surveying the attitudes of students toward integrating the game-based learning into the pedagogy of English reading skills. The subjects were 65 9th grade students who took the course entitled Effective Reading Skills in the first semester of 2024 academic year. The subjects were taught reading skills integrated with game-based learning through an online game named Eternal Story. The instruments employed were students'journals, teachers'

observation forms, pre-test and post-test, two sets of questionnaires asking students' attitudes before and after experiencing game-based learning, and in-depth interviews. The empirical results revealed that students' post-test score was higher that of the pre-test with a significant level of 0.5, and they had a moderate attitude level toward game-based learning. It is therefore recommended that the game-based learning should continually be implemented to consolidate secondary school students' reading performance.

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