



Contribution ID: 9

Type: **Research-oriented Oral Face-to-face presentation**

## **Effects of Game-Based Learning on EFL Adolescents: A Case Study in SDGs Classes**

*Saturday 17 May 2025 13:05 (25 minutes)*

### **TITLE**

Teaching SDGs to EFL Students Through Game-Based Learning

### **RELEVANT SIG**

Task-Based Learning (TBL)

### **FORMAT**

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

### **Short English description**

### **KEYWORDS**

Game-based Learning, SDGs, EFL

### **First-time presenter?**

### **ABSTRACT**

Gamification has been a popular area of research over the past decades, especially in the field of second language acquisition. Many studies tend to suggest that gamification can facilitate students' to learn, augment their learning motivation, and even increase interactions in class. However, while this may seem to be true to many western countries, the pedagogical effects of such an approach have yet been fully discussed or verified in some countries in Asia, where introducing games into classrooms may invite criticism. To check if game-based learning (GBL) may also be effective or accepted in the learning settings in Asia, the present study took advantage of a convenience sample by implementing the approach in a Sustainable Development Goals class whether English was used as a Foreign Language (EFL). The participants' learning outcomes and motivation and self-efficacy were extensively examined using quantitative instruments. The results showed that the learners demonstrated significant improvements in their understanding of SDGs. They were also

found with enhanced motivation and self-efficacy when learning SDGs in English.. This study concludes with pedagogical suggestions for introducing GBL to Asian learning contexts and suggestions for future studies.

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**Session Classification:** B8-113 SAT: Task-Based Learning, GILE & PIE; SUN: Study Abroad, Vocabulary

**Track Classification:** Task-Based Learning