UNIVERSITI TEKNOLOGI MARA

BULETIN APB

EDUCATION FOR BETTER FUTURE



EDISI 17

OKTOBER 2026

AKADEMI PENGAJIAN BAHASA
UNIVERSITI TEKNOLOGI MARA
CAWANGAN NEGERI SEMBILAN
KAMPUS SEREMBAN

e-ISSN : 2682-7948

Game On! Transforming English Classrooms Through Play

NUR AMIRAH NABIHAH BINTI ZAINAL ABIDIN, MOHD NUR FITRI MOHD SALIM, FATIN ALIYAH BINTI HASAN, NUR HAKIMAH BINTI MD SALEHUDDIN & NOOR SHAHARIAH BINTI SALEH
UiTM CAWANGAN NEGERI SEMBILAN KAMPUS SEREMBAN

Learning English can be challenging, especially when students must learn new vocabulary, grammar rules, reading skills, and communication strategies. Traditional teaching methods may cause students to lose interest when lessons become repetitive. Therefore, teachers need to create a classroom environment that encourages active participation and makes learning enjoyable. English classrooms should widely incorporate games, as they boost student motivation, promote active participation, and support the development of English-language skills in an engaging environment.

First, games can increase students' motivation and interest in learning English. Students are more likely to pay attention and participate when lessons include enjoyable and interactive activities. Majdoub (2021) noted that gamification benefits not only students' academic performance but also their motivation. For example, teachers can use vocabulary games, quizzes, word puzzles, or language challenges to introduce and practice new words. Competition can also encourage students to put more effort into completing a task. Silalahi (2019) also noted that games can build interest and help students learn English more quickly and easily. Instead of simply memorising vocabulary from a textbook, students can learn new words while playing with their classmates. As a result, games can make English lessons more exciting and encourage students to develop a more positive attitude towards learning.

Second, games promote active participation in the classroom. In a traditional classroom, some students may stay quiet because they fear making mistakes when speaking English. According to Majdoub (2021), many games are designed to promote student engagement, creating a less stressful environment where students can communicate and interact with their classmates. For instance, role-playing games, guessing games, and group challenges require students to use English to complete a task. Students can practise speaking, listening, and responding to others while having fun. This active participation is important because students need opportunities to use English rather than simply listen to the teacher.



Third, games can help students develop their English language skills in a meaningful way. Teachers can design different types of games to practice different language skills. Vocabulary games can improve students' word knowledge, while grammar games can help students understand sentence structures. Speaking games can also improve students' fluency and confidence in using English. For example, a classroom game where students describe a picture without naming it can encourage them to use vocabulary and communication strategies. Therefore, games are not only entertainment but can also be effective teaching tools when connected to lesson objectives (Silalahi, 2019).

In conclusion, English classrooms should widely implement games because they make learning more enjoyable and meaningful. They can increase students' motivation, encourage active participation, and support the development of important English language skills. However, teachers should carefully select games and connect them to learning objectives rather than using them only for entertainment. In the article "Ways Gaming Can Support" (2024), the author reported that when games are used effectively in the classroom, students can learn more than just language and develop important skills such as critical thinking, creativity, and teamwork.



References

Majdoub, M. (2021). Motivating and Engaging ESL Students Using Gamified Learning. *International Journal for Infonomics*, *14*(1), 2053–2058. https://doi.org/10.20533/iji.1742.4712.2021.0213

Silalahi, M. (2019). Improving students' interest in learning English by using games. *International Journal of Theory and Application in Elementary and Secondary School Education, 1*(1), 55–62. https://doi.org/10.31098/ijtaese.v1i1.20

Ways gaming can support learning a language. (2024, January 23). Pearson.Com. https://www.pearson.com/languages/community/blogs/how-gaming-can-support-language-learning-1-24.html