

# A Review of Game-Based Learning's Efficacy in Central Asian ESL Classrooms

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## Abstract

This article examines the efficacy of game-based learning (GBL) in Central Asian English as a Second Language (ESL) classrooms. While international research strongly supports the pedagogical benefits of games for language acquisition, misconceptions and institutional resistance continue to hinder their adoption in Central Asian educational settings. Drawing from research and personal experiences in Uzbekistan and neighboring countries, this study highlights how GBL enhances vocabulary acquisition, communication skills, critical thinking, and multimodal learning while lowering affective filters and fostering engagement. Despite longstanding Soviet-era influences on educational authority structures, empirical evidence suggests that GBL is a valuable strategy that aligns with modern language learning methodologies. This article aims to substantiate the effectiveness of GBL and encourage Central Asian educational authorities to integrate it into curricula, empowering teachers with the flexibility to employ research-backed instructional strategies.

**Keywords:** Game-Based Learning, English Language Acquisition, English Second Language, Central Asian Education, Active Learning Strategies, Educational Authorities, Vocabulary Retention, Student-Centered Learning, Pedagogical Innovation

## Introduction

Game-Based Learning (GBL) has emerged as an effective pedagogical approach in English as a Second Language (ESL) instruction worldwide. Research indicates that incorporating games into language learning significantly enhances student engagement, motivation, and language acquisition. One of the challenges the author faced while teaching in Central Asia was the repeated concern from educational authorities regarding the use of GBL strategies in college classrooms. This concern motivated the author to write this review, as GBL is often misunderstood or misidentified as inappropriate within the Central Asian English language acquisition curriculum. Many educators and administrators perceive games as distractions rather than valuable instructional tools. This article aims to challenge these misconceptions and present empirical evidence supporting GBL as an effective strategy for language development in Central Asian ESL classrooms.

Integrating games in Central Asian ESL classroom settings reinforces English acquisition through repetition, production, and review. The benefits of games are often

dismissed or overlooked based on misconceptions, personal beliefs, or traditional educational ideologies. DeYoung and Santos (2004) discussed the challenge some Central Asian countries have: “Turkmenistan and Uzbekistan have been less interested in external advice in educational matters from the West (or elsewhere), and there are fewer scholars that we have found who can articulate change issues from first-hand experience” (pp. 66-67). The author has faced pushback for using games in a university setting in Uzbekistan despite the evidence for using games being well-documented. In discussions with local professors, it was revealed that these same educators were open to the idea of using games in the classroom but felt it was unrealistic based on the current lecture-based teaching style required by the federal government and local institutions. This problem led the researcher to ask the question:

1. Is game-based learning an effective educational methodology for acquiring English in Central Asian classrooms?

For the purposes of this article, the premise is not focused on the student’s socio-emotional well-being even though research demonstrates *not* including game strategy-based instruction denies students an integral tool for learning English through a low-stress collaborative fun environment (Benoit, 2017; Lukas et al, 2020; Shabaneh & Farrah, 2019). Accordingly, this formal response, tempered with brevity, speaks directly to those Central Asian educational authorities, persons in a supervisory position, or other teachers who are unfamiliar, reticent, or opposed to research supported game-based educational strategies. It is my hope, this article will highlight the importance of allowing teachers the freedom to use games without reprisal or questioning. It is my contention that such concerns expressed by Central Asian educational authorities about game-based learning appear to be misplaced, as a broad body of international academic research supports the use of games as a pedagogical strategy for facilitating and reinforcing English language acquisition.

This article has two objectives:

1. substantiate the efficacy and fidelity of games in English language instruction
2. provide guidance to Central Asian authorities for the implementation and inclusion of game-based learning in their curriculum

#### *Contextual Discussion about the term Educational Authorities*

The term “Educational Authorities” refers to persons employed at Central Asian colleges, universities, and institutes who are embedded within the hierarchal structures and are tasked with observing, monitoring, and evaluating professors and setting curriculum objectives. Their job titles can be identified but not limited to rector, vice-rector, dean, chair, administrators, and “the authorities”. The author also incorporated personal experiences as a visiting professor within the Uzbekistan higher education school system coupled with direct conversations with teachers, professors, and students from different regions within Uzbekistan, Kyrgyzstan, Kazakhstan, Turkmenistan, Tajikistan, and other visiting American professors to understand and identify the educational authorities influences and how they make decisions related to curriculum. It should be noted that the term “Educational Authorities” may not be an official term in some regions, but rather an accepted general term or phrase when speaking about who may be monitoring teachers’ behavior, lessons, speech, and interaction with students in the classroom.

Authorities working within Central Asian educational agencies not only monitor but are known to control the outflow of information. This power structure can be traced back to the

pre-1991 Soviet era when Central Asian countries were part of the Union of Soviet Socialist Republics (USSR). When Central Asian countries were under USSR control:

Controls over information, propaganda, and education lay ultimately in those central Party and Government offices responsible for policy supervision, agitation and propaganda departments, educational and cultural departments, women's departments, ministries of education and communication, etc. (Carpenter, 2023, p. 72)

Today, this systemic ideology may still be an active participant in how new ideas are viewed and integrated by Central Asian authorities into the educational system. However, with continued discourse, professional development, and demonstrating the effectiveness of game-based learning, it is the authors hope we can work together to do what is best for the students of Central Asia.

### *Promoting Active Learning*

Card games facilitate active engagement with the target language, requiring learners to interact, negotiate meaning, and make real-time decisions. Research indicates that active learning methods are more effective for language acquisition than passive approaches and supports the integration of games as an effective language-learning tool (Prince, 2004). Games like *Go Fish* (which reinforces question structures) or *Uno* (which requires color and number recognition) encourage meaningful and contextual language use.

The proper integration of game-based learning into a scaffolded lesson plan provides language acquisition support, improved understanding of subject matter leading to better in class engagement, greater frequency of informal and formative assessments, and evaluation of student progress by teachers. This serves as a versatile and engaging instructional tool to effectively accelerate English language acquisition, particularly for English Second Language (ESL) learners. By integrating playfulness with pedagogical (PK through 12th grade) or andragogical (undergraduate or graduate adult student) objectives, games foster and advocate for interactive, "interesting unit activities" and immersive learning environments (Chen, 2017, p. 3178).

### *Enhancing Vocabulary Acquisition*

When implemented with fidelity and intentionality in an English language classroom, game-based instructional strategy, promotes vocabulary acquisition. The repetitive nature of card games also supports vocabulary retention. Matching games such as *Memory* or those inspired by *Taboo* promote repeated exposure to vocabulary. This aligns with Nation's (2001) theory that sustained vocabulary exposure enhances retention.

Depending on the English level of students in a designated English classroom, it is important to balance lecture-based instruction and practice with exploratory opportunities supporting the wide range of student learning styles. According to research by Ling and Aziz (2024), game-based learning improves vocabulary retention and retrieval by repeatedly exposing students to target words in relevant contexts (p. 845). Teachers can achieve their learning objectives by allowing game-based learning to activate word recognition, retain contextual meaning of learned words, and encourage use of newly acquired words in unstructured conversation.

### *Developing Communication Skills*

Card games often require collaboration, thereby fostering communicative competence. Research suggests that interaction, particularly in low-stakes environments such as games, is critical for developing fluency (Swain, 1995). Games such as *Guess Who?* or *Apples to Apples* (adapted for ESL learners) naturally encourage the practice of speaking, listening, and turn-taking skills.

Unstructured and structured conversation within the classroom is a vital component for building the student's confidence. Learning to speak English is replete with challenges such as hesitation, fear, and avoidance. Researchers Celcel-Murcia and Macintosh (1979) found that games prioritize language use above language preparation because games are task-oriented in nature and help students mimic real-world situations. Preparing Central Asian students to function and succeed in the highly competitive international community means providing them with the confidence to apply their English language skills when interacting with native speakers. Students are hampered if they continue to be subjected to a teacher-centered lecture ideology where the student sits silently and has limited opportunity to interact and learn the complex nature of unstructured conversations.

### *Lowering Affective Filters*

Educational games create a low-stress environment that encourages risk-taking and reduces apprehension, thereby enhancing student participation and confidence. According to Krashen's (1982) Affective Filter Hypothesis, anxiety and fear of failure can hinder language acquisition. It is important for teachers to have the full spectrum of learning tools at their disposal to push students beyond their comfort zones. The English classroom is the ideal setting for trial and error to occur because the student-teacher relationship is built upon the idea that student failure and success is part of the learning process. Game-based learning allows the teacher to move from the focal point of the classroom to a facilitator role. This is commonly known as a student-centered or learner-centered classroom. Waxman et al. (2001) reaffirms this concept by stating we should "incorporate more active student learning, changing the teachers' role from that of delivering knowledge to one of facilitating learning" (p. 143). The learning principles contained within game-based learning have students "engage in a cycle of probing, hypothesizing, probing again, and rethinking their strategies" (Pho & Dinscore, 2015, p. 3). The result of applying these principles in a collaborative environment builds relationships which allow students to be curious when they fail, investigate solutions to challenges, and feel safe with their peers and teachers to practice and integrate English into their everyday lives.

### *Encouraging Multimodal Learning*

Students who play games incorporate visual, textual, and verbal communication, appealing to diverse learning styles. Lukas et al. (2020) contends card games improve students' memory recall when learning new vocabulary and offer an engaging and meaningful way for ESL students to learn English vocabulary. Picture-based card games such as *Pictionary* or custom-made flashcards with images reinforce word-visual associations. Whichever game the teacher chooses to use in the classroom to reinforce concepts, games are a great way to assimilate the four modalities of the VARK learning model: V=visual, A=auditory, R=read/write, and K=kinesthetic. In a study by Hussin et al. (2018), researchers created a game to engage

different learning styles (VARK). Results showed three outcomes that are applicable to this discussion:

1. students preferred playing the game
2. students hoped to play more interactive games like the one created for them because they felt it improved their understanding of the subject matter
3. researchers observed a notable increase in test scores and higher grades from those students who played the game versus those who did not.

Teachers typically spend hours embedding within their lesson plans strategies to enhance learning for all students through sentence frames, visual support, auditory aids, and handouts. Games provide a short-cut for learning by decreasing the time it takes to master concepts. Fahid et al.'s (2023) research highlights the immense impact games can have on all facets of the learning continuum: "studies show that game-based learning environments can increase motivation and engagement and promote positive cognitive and affective outcomes in students" (p. 208). Students who learn through gameplay find that scaffolding and differentiation occur naturally within the activity. As a result, teachers may not have to worry about designating specific tasks for their different learner groups through control and command of the class. They can use games to reinforce knowledge acquisition and build English language skills.

### **Building Critical Thinking and Problem-Solving Skills**

Strategy-based card games, such as the card version of *Settlers of Catan*, challenge learners to think critically while utilizing the target language. Benoit (2017) found that there is no statistically significant difference between learning academic vocabulary using games and more conventional approaches. According to Wright (1992) role-playing games provide the following critical thinking benefits for ESL students:

- Playing games helps learners become more interested and maintain that interest.
- Games are a great way to help students feel more confident.
- For language instructors, games are crucial, particularly in ESL classes.
- Teachers can better explain the context in which specific vocabulary items are utilized by using games.
- Playing games improves communication abilities, particularly in writing and speaking. Because some games demand cooperation and teamwork, they assist students learn how to function as a team.
- All four communication skills—speaking, listening, reading, and writing—can be practiced through games.
- Drill and practice are among the characteristics of games that allow us to express our ideas, opinions, feelings, and facts.

This type of method enhances both linguistic and cognitive skills, as learners must adapt their language use based on game contexts and rules. Similarly, Plass et al. (2015) observed that game-based approaches facilitate deeper cognitive processing of language concepts.

### **Concluding Remarks**

Central Asian teachers who decide to utilize game-based learning strategies within their classrooms should be supported in their efforts to create a collaborative, fun, engaging learning environment. Hazar (2020) reiterated this sentiment by stating games may be a useful tool for increasing student participation in the learning process. Returning to the original question of, "Is game based learning an effective educational methodology for

acquiring English in Central Asian classrooms?"; the definitive short answer is, "Yes". Because game-based learning is proven to be effective in the ESL classroom, the real question is how much time it will take to retrain those in power or people in decision making positions to embrace this Western style teaching philosophy. Discussions coupled with professional development opportunities should be provided to demonstrate the efficacy of these gameplay strategies when Central Asian educational authorities have inquiries about the efficacy of game-based learning. Instead of teachers relying on teacher-centered lectures, educators will be able to expand their knowledge and skills which will accelerate student growth across reading, writing, speaking, and listening domains.

Scrutiny by educational authorities of evidence-based methodologies raises concerns, particularly when the criteria for evaluation are unclear, made without context or merit. If the remnants of a Soviet era desire to control information within the sphere of education are still present today and negatively effecting the integration of game-based learning, then it is the authors recommendation that educational authorities reconsider their stance on this issue. One viewpoint for further consideration and support of game play is Ghazy et al.'s (2021) conclusion from a study on using games to learn in the English classroom: "By using GBL [game-based learning] to teach English in the classroom, the teacher was considered to be successful in increasing the students' interest in learning" (p. 76). Students in Central Asia are eager to engage with the international community by gaining proficiency in the English language. The benefits of game play for learning purposes are numerous because this approach facilitates deeper cognitive processing of language concepts (Plass et al., 2015).

Regarding lesson plan design and the incorporation of game-based learning, there should be a mutual understanding between teacher and educational authority that playing games for educational purposes supports the academic development of students and improves student learning outcomes. Therefore, video feed observations of teachers and subsequent feedback should reflect empirical research, evidence, and teacher experiences rather than subjective opinion or personal beliefs.

The point of this article is that game based learning is not a rush to implement a new or perceived effective teaching strategies. Game-based learning has been proven effective, has stood the test of time through decades of rigorous research, and there is an overabundance of evidence emphatically states incorporating this methodology into the curriculum works. This call to action means educational authorities should allow Central Asian professional teachers to make decisions as they call upon other sources of knowledge besides science and *intuition* and make decisions that are both curricular and instructional (Dillon-Peterson, 1986, p. 10).

The role of an educator in Central Asia is to support and enhance student learning outcomes. Ultimately, the integration of games into ESL instruction should be supported and embraced as one of the many strands of language acquisition that can be achieved through active learning, enhanced communication, reduced anxiety, and multimodal engagement. By aligning Central Asian instructional strategies, curriculum, and methodology with the inherent benefits of games, educators can cultivate a dynamic and effective learning environment for their students.



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