Game Based Learning Approach in English Language beyond Playing and Learning Match

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Abstract

As students in the university, only studying plus learning lots of classes and subjects are boring. The ways to relax and to enjoy the scholar's lives is so crucial. The present study is an attempt to create a card game for the visually impaired students, to use English language through playing the whole game as a motivation to learn English and to investigate what and how much the visually impaired students got. The activity encourages normal people and the visually impaired students to join the activities together. The instrument is the card game which was created: alphabet A – Z and the numbers 1 - 7 with braille. The purposively sampling groups comprise of 8 students: 2 visually impaired students, 2 handicapped ones from Srinakharinwirot University and 4 normal students from Rajamangala University of Technology Thanyaburi. The study showed that playing and learning match through a game as the basement can motivate the visually impaired, the handicaps and even the normal cases. It was found that the cases can get the high score level due to the fundamental knowledge of their lexicon items and the alphabet letters in the game cards that they have got. They recommended that they enjoyed playing games according to the interview upon the linguistics and social science study.

Keywords: Game Based Learning Approach, English Language, Playing and Learning Match

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1. Introduction

English for communication is very important for communicating between people. It's very tough thinking about the impaired people who are not like normal people and how they communicate with others. That is one point to consider and to make a concern to encourage them to survive. This project might be one for the Blinds with visual impairment.

The blinds have no usable vision with exception of light perception. Total blindness is the term used in cases of no visual or light perception. Play is the key to learning. Play can help enrich learning and develop critical thinking such as inquiry, expression, experimentation, and teamwork. Play is not wasted time, but rather time spent building new vocabulary from previous experience. Learning is not just a formal activity students do in the classroom—it's actually a lot of fun. One of our goals is to give them opportunities to wonder, question, work as a team, experiment, play with different possibilities and investigate subjects that interest them. "Play gives children a chance to practice what they are learning. They have to play with what they know to be true in order to find out more, and then they can use what they learn in new forms of play." – Fred Rogers,(2013).

Case studies are based on an in-depth investigation of a single individual, group or event to explore the causes of underlying principles.

We decided to make a card game for the blinds. This study might help them to enjoy learning English. Moreover, this activity might encourage normal people and the blinds to do some activities.

1.1 Meaning of Braille

Braille is a tactile writing system used by people who are visually impaired. It is traditionally written with embossed paper. Braille users can read computer screens and other electronic supports using refreshable braille displays. They can write braille with the original slate and stylus or type it on a braille writer, such as a portable braille note taker or computer that prints with a braille embosser. - Braille, Louis, (1829).
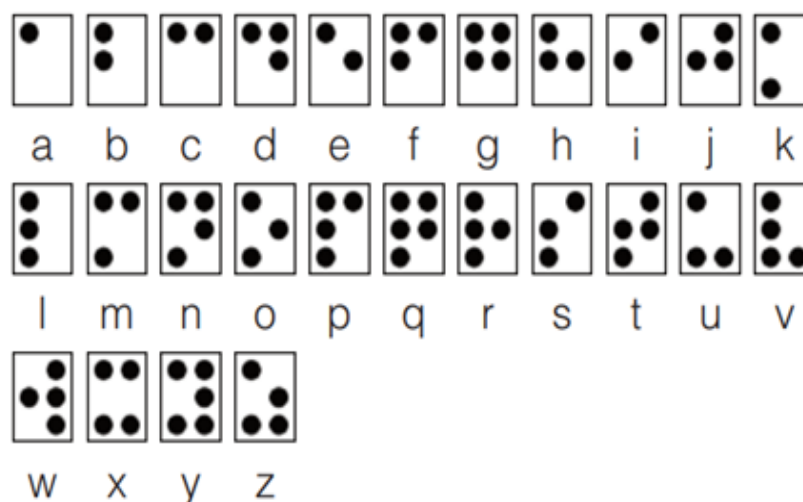
Figure 1 Braille

1.2 Literature Review

According to Angela, (2018), play-based learning is, essentially, to learn while at play. It was found that examinations of play-based learning in early education tend to be approached from two distinctive viewpoints as one focused on the benefits for developmental learning and another one focused on the benefits for academic learning.

In "Teaching English to visually impaired students in Turkey: A Case study" by Süleyman Başaran, (2012), three English teachers of visually impaired elementary school were interviewed, and a forty-minute class of each teacher was observed. It was found that participants used almost the same teaching techniques and materials as commonly used with the normal students. Significantly, the teacher would not provide a formal training for students with visual impairments.

Raghad, (2017) presented the survey on visually impaired individuals to identify their preference of the availability of Braille labelling on clothing products as they are shopping apparel. The step of designed Braille labels attached can enable visually impaired people to be independent on making decisions without any assistance from others.

Nut Rattanthammawat, (2014) described improving English proficiency through DOTA2 game. The study has the potential of assisting educators and gamers in understanding the characteristics of games. The results of the findings are potential that the top five of the improved English skills through DOTA2 prefer playing game by using English menu rather than Thai, and the game helps them to learn more vocabulary. They are able to recognize words and meanings after playing the game.

Charatdao Intrarat, (2011) studied common characteristics of popular games and compared them with characteristics of several language learning games. The findings showed that it is necessary for self-access to provide language games which apply some of the characteristics of popular computer games and the same method to study in order to support language learning.

Elham Dayoodi Khatir, (2015) suggested that teachers should seek for methods that engage the students in a creative language use.

2. Objectives

1. To create an English game for the Blinds.
2. To use English activity on the learning aid.

3. Materials and Methods
Materials

The research instruments employed in the study included an English language game with 100 cards and the card games comprised of 26 alphabets: A – Z and the number 1 – 7 for the account of letters on alphabets in each word they collect in the game.

Figure 2 a card game
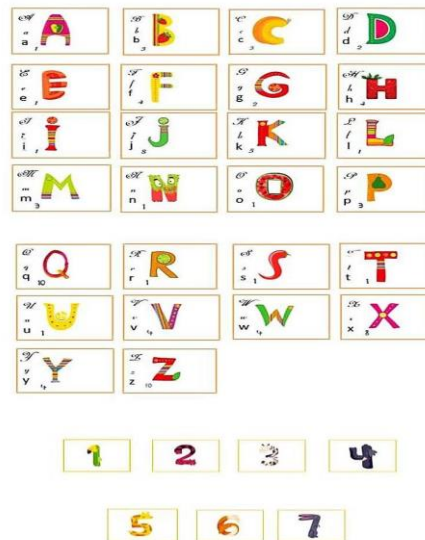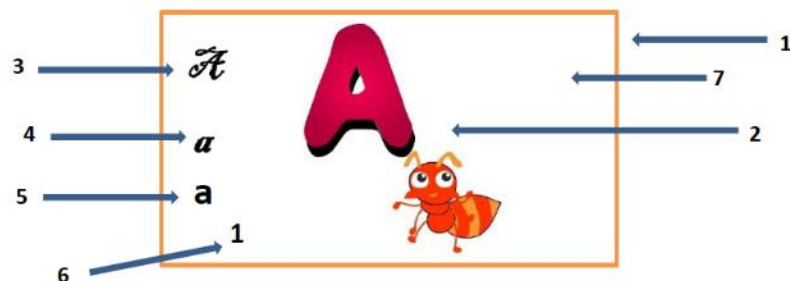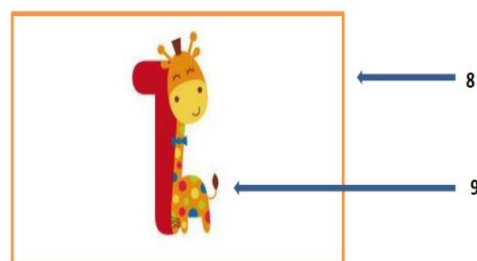

Figure 3 Alphabet card

Figure 4 Number card

Figure 3 indicates an alphabet card, and number 1 is a card in square shape with the written alphabet and the braille sign while number 2 is a small English letter, and number 3 is a capital English cursive letter. Number 4 is a small English cursive letter, and number 5 is a small English letter. Number 6 is a written

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number, and number 7 is a braille sign for each letter and number on the card. Figure 4 indicates a number card that number 8 is a card in square shape with a braille sign, and number 9 is the written number.

The results and how to win a game are given, and the consent form of human ethics for the disabled cases were given as well. Moreover, there were about 12 questions for interviewing blind cases which were tested and analyzed on the preliminary studies onwards.

Methods

Research Design

Research design shows the process of the study. There are many steps of the research. Firstly, researcher defined the orientation of the research. We went to Srinakharinwirot University for observation and asking demand from the blinds how they want to learn English. Then, we have created the card game. Next, we went to Srinakharinwirot University to try out the English card game to motivate them to enjoy learning English. After the participants have played the card game, the researcher collected and analyzed the data for the conclusion.

Population and participant selection

Two blind students and two handicapped students are sophomores from the Social Studies major at the Faculty of Social Sciences and the Faculty of Humanities, Srinakharinwirot University while the four normal students are sophomores from English for Communication major at the Faculty of Liberal Arts, Rajamangala University of Technology, Thanyaburi.

4. Results and Discussion

Results: major results and minor results

The major results were from the interviews. It showed that they were enjoyable when playing the games, and they indicated as well that they got both the knowledge and relaxing time. They had the reaction to the game card, and this was working well. The students can create their learning through their disability, even they are visually impaired people. This does not mean that they cannot study or learn any subjects.

The minor results were the findings in the linguistics areas that were significantly emphasized in the study as shown. The card game was played two rounds by the participants, and the data were collected from the results of each round.

For the 1st round below, students from SWU got high letters in scores. For 4 letters, they got the words 'girl, with, drum, pair, meal, lost and nice'. Next, they got 3 letters for the words 'dig, dad, van, won, say, fee, ink, toe, rue and art'. Then got 2 letters for the words 'me, on, he, so, no, if and or', and the least number of letter match is only one letter for the word 'a'.

Table 1 the words students got for the 1st round from SWU: Students from Srinakharinwirot University (1st round)

Name	Round	Letters	Words	Points
SW20FBSWU2Eng	1	3	dig	5
	2	4	-	0
	3	3	dad	5
	4	5	-	0
	5	2	me	4
	6	1	a	1
	7	2	on	2
	8	4	girl	5
	9	6	-	0
	10	3	van	6
HT19FBSWU2SC	1	3	won	6
	2	4	with	10

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Name	Round	Letters	Words	Points
	3	3	say	6
	4	5	-	0
	5	2	he	5
	6	1	a	1
	7	2	so	2
	8	4	drum	9
	9	6	-	0
	10	3	fee	6
SK20FDSWU2ECO	1	3	Ink	6
	2	4	pair	6
	3	3	toe	3
	4	5	-	0
	5	2	no	2
	6	1	a	1
	7	2	if	5
	8	4	meal	3
	9	6	-	0
	10	3	rue	3
LS21FDSWU3ICS	1	3	-	0
	2	4	lost	4
	3	3	-	0
	4	5	-	0
	5	2	or	2
	6	1	a	1
	7	2	-	0
	8	4	nice	6
	9	6	-	0
	10	3	art	3

Table 2 the words students got for the 2nd round from SWU: Students from Srinakharinwirot University (2nd round)

Name	Round	Letters	Words	Points
SW20FBSWU2Eng	1	4	quit	13
	2	2	am	4
	3	1	I	1
	4	2	-	0
	5	5	award	9
	6	2	no	2
	7	4	-	0
	8	3	not	3
	9	3	sin	3

Name	Round	Letters	Words	Points
	10	4	jean	11
HT19FBSWU2SC	1	4	tree	4
	2	2	he	5
	3	1	a	1
	4	2	me	4
	5	5	login	5
	6	2	if	5
	7	4	-	0
	8	3	cow	7
	9	3	are	3
	10	4	near	4
SK20FDSWU2ECO	1	1	4	deep
	2	2	2	he
	3	3	1	-
	4	4	2	-
	5	5	5	grout
	6	6	2	-
	7	7	4	pros
	8	8	3	die
	9	9	3	bye
	10	10	4	fool
LS21FDSWU3ICS	1	4	best	6
	2	2	go	3
	3	1	I	1
	4	2	-	0
	5	5	-	0
	6	2	at	2
	7	4	-	0
	8	3	xen	10
	9	3	-	0
	10	4	-	0

For the 2nd round above, they got high scores on 5 letters 'award, login and grout'. They got 4 letters for the words 'quit, jean, tree, near, deep, pros, fool, and best'. Then 3 letters for the words 'not, sin, cow, are, die, bye, xen'. Later, students from SWU got 2 letters for the words 'am, no, he, me, if, he, go, at' and the least one is only one letter for the words 'I, a'.

Table 3 the words students got for the 1st round from RMUTT:

Students from Rajamangala University of Technology Thanyaburi (1st Round)

Name	Round	Letters	Words	Points
YB20MNRMUTT2ENG	1	1	a	1

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	2	4	load	5
	3	2	is	2
	4	3	end	4
	5	2	-	0
	6	6	-	0
	7	3	rug	4
	8	3	men	5
	9	5	-	0
	10	2	hi	5
WL19MNRMUTT2ENG	1	1	a	1
	2	4	rose	4
	3	2	on	2
	4	3	kit	7
	5	2	we	5
	6	6	-	0
	7	3	cat	5
	8	3	doe	4
	9	5	-	0
	10	2	us	2
VJ19MNRMUTT2ENG	1	1	-	0
	2	4	foot	7
	3	2	he	5
	4	3	zip	14
	5	2	be	4
	6	6	-	0
	7	3	rip	5
	8	3	and	2
	9	5	-	0
	10	2	is	2
NS20MNRMUTT2ENG	1	1	a	1
	2	4	-	0
	3	2	do	3
	4	3	tie	3
	5	2	-	0
	6	6	-	0
	7	3	guy	7
	8	3	bye	8
	9	5	-	0
	10	2	me	4

For the 1st round, the students from RMUTT got high letters. For 4 letters, they got the words 'load, rose and foot'. Next, they got 3 letters for the words 'end, rug, men, kit, cat, doe, zip, rip, tie, guy and bye'. Then they got 2 letters for the words 'is, hi, on, we, us, he, be, is, do and me', and the least letter is one letter for the words 'a, a and a.'

Table 4 the words students got for the 1st round from RMUTT:
Students from Rajamangala University of Technology Thanyaburi (2nd Round)

Name	Round	Letters	Words	Points
YB20MNRMUTT2ENG	1	3	Ban	5
	2	4	-	0
	3	2	ox	9
	4	4	-	-
	5	5	-	0
	6	3	van	6
	7	3	jar	10
	8	4	cost	6
	9	2	-	-
	10	2	in	2
WL19MNRMUTT2ENG	1	3	see	3
	2	4	mark	10
	3	2	if	5
	4	4	beer	6
	5	5	-	0
	6	3	guy	7
	7	3	fit	6
	8	4	post	9
	9	2	ox	9
	10	2	no	2
VJ19MNRMUTT2ENG	1	3	mom	4
	2	4	line	4
	3	2	or	2
	4	4	nail	7
	5	5	-	0
	6	3	pen	5
	7	3	dot	4
	8	4	wail	7
	9	2	if	5
	10	2	Or	2
NS20MNRMUTT2ENG	1	3	Wet	6
	2	4	Dove	8
	3	2	-	0
	4	4	-	0

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5	5	-	0
6	3	Cow	5
7	3	-	0
8	4	Idea	5
9	2	Me	4
10	2	Is	2

For the 2nd round, the students from RMUTT got high letters. For 4 letters, they got for the words 'cost, mark, beer, post, line, nail, wail, dove and idea'**.** Next, they got 3 letters for the words 'ban, van, jar, see, guy, fit, mom, pen, dot, wet and cow'**.** Then they got 2 letters for the words 'ox, in, if, ox, no, or, if, or, me and is' , and for the least letter which is one letter, they did not get it.

Discussion

From the study, the interview was the major result. It showed that they were enjoyable when playing the games, and they indicated as well that they got both the knowledge and relaxing time. They had the reaction to the game card, and this was working well. The students can create their learning through their disability, even they are visually impaired people. This does not mean that they cannot study or learn any subjects. The card game could make them think, mix, and match any words. Moreover, they all–visually impaired students, handicapped students and normal students–can learn to know how to be together in the society. From the minor result shown, the participants could get the high score letters in words due to their fundamental knowledge of vocabularies and lexicons and even due to the letters they got in games.They all felt that they enjoyed playing the games and did agree that it was very enjoyable to play and to learn more English words through the game, even with the disabilities.

It can be shown that learning English through a card game can motivate students, and it is enjoyable when learning English with games. The results showed students from SWU got high letters for 5 letters for the words "award, login, and grout" and got high letters for 4 letters for the words "girl ,with, drum, pair, meal, lost and nice quit, jean, tree, near, deep, pros, fool and best". Next, they got 3 letters for the words "dig, dad, van, won, say, fee, Ink, toe, rue and art, not, sin, cow, are, die, bye and xen". Then they got 2 letters for the words "me on, he, so, no, if and or, am no, he, me, if, he, go and at". The least letter is one letter for the word "A". The students from RMUTT got high letters for 4 letters for the words "load, rose and foot, cost, mark, beer, post, line, nail, wail, dove, and idea". Next, they got 3 letters for the words "end, rug, men, kit, cat, doe, zip, rip, tie, guy, and bye, ban, van, jar, see, guy, fit, mom, pen, dot, wet and cow". Then, they got 2 letters for the words "is, hi, on, we, us, he, be, is, do, me, ox, in, if, ox, no, or, if, or, me and is". The least letter is one letter for the word A.

5. Conclusion

English is important for person-to-person communication. It's very tough thinking about the impaired people and how they communicate with others. The project was conducted to make a card game for the blinds. Playing is not the wasted time, but it is the time spent building new vocabulary from previous experience. Learning is not just a formal activity for students to do in the classroom—it should be a lot of fun. One of the goals is to give them opportunities to think and work as a team. From the study, the lexicon of the participants, who are disabled and normal students, was collected from the game card. The game card was tried out with the normal students first to see their reaction to the game card. . It was found that the participants who got the high letter and high score due to their fundamental knowledge of vocabularies as well as the letters that they got. They felt that they enjoyed playing the games and would like to play again. The short duration of the study leads to the way of making the games and collecting the data to be the urgent work. Moreover, the participants are the special cases, the visually impaired and the handicapped, who might be one of the reasons to be realized about their abilities. In addition, the limitation of the study is Braille letter because no one knows about it before. Even the steps of Game-Based learning approach made the team feel so confused to reach the goals and the results.

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