DIFFERENT WAYS OF TEACHING ENGLISH WITH INTERACTIVE GAMES IN SECONDARY SCHOOLS

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ABSTRACT

This article explores the effectiveness of using interactive games as a method for teaching English to students in secondary schools. Through interactive games, educators are capable of transforming a dull and a more traditional way of teaching into captivating learning sessions. This dissertation narrows down to the effects of interactive games for English purposes in teaching secondary students with effective communication skills, language acquisition and classroom behavior. Interactive games have lots to offer for a language classroom. Most importantly, they serve to greatly enhance a learner's motivation. In the normal classroom, many students consider learning a language as a very boring and difficult task.

Keywords: Interactive games, language acquisition, educational technology, gamification, vocabulary development.

The modern world is rapidly expanding and learning platforms must keep up with the growth in the innovation of new and authentic means of teaching. Gone are the days when students would sit in the classroom and listen to a monologue. It is no secret that English is currently the most widely spoken language and is a means of communication for much of the world which makes it imperative for students to grasp English basics easily but more so, for educators to assist students to learn with ease.

This led teachers to seek modern techniques such as interactive games, which have proven useful in facilitating English teaching. Through interactive games, educators are capable of transforming a dull and a more traditional way of teaching into captivating learning sessions. This dissertation narrows down to the effects of interactive games for English purposes in teaching secondary students with effective communication skills, language acquisition and classroom behavior. Interactive games have lots to offer for a language classroom. Most importantly, they serve to greatly enhance a learner's motivation. In the normal classroom, many students consider learning a language as a very boring and difficult task. The use of interactive games as a technique makes learning a very pleasurable experience. Games promote engagement by incorporating competition, collaboration, and instant feedback.

Interactive games have the advantage of increasing student language use. This is a departure from traditional practices where students are talked 'at,' since these games require students to communicate. As word association games and board games describe, as well as trivia quizzes, students are put in a situation where they must simultaneously speak, listen, and think in English, which further enables and entrenches this language skill. But more importantly, learners alter the way they learn. Real life application enables these learners to assimilate vocabulary concurrently. A major pro of interactive games is the impact on vocabulary acquisition. These games can also be used in conjunction with crossword puzzles, word searches, or even bingo. Such combat techniques are genial because they force internalization of words and idea. Understanding word meaning and context is a broader brush beyond remembering words, for example dealing with vocabulary in charade form, one may be asked to imitate the word while the rest have to name the word in a different language. Such a game enables the player not only comprehend the meaning in depth , but is also trained how to correctly use that word when needed. Additionally, students can play games like "Pictionary" or "Taboo," which helps them with comprehension and usage, as they are required to describe or define words in their own terms.

The competitive nature of some games also serves to push students to think of words as quickly as possible to remember them. As a result, these new words are expected to be rather fun, and the activities surrounding them engaging so that they are remembered over an extended period of time. Moreover, interactive grammar games provide a great opportunity to emphasize grammatical structures in a fun context. While it is true that grammar is often taught in a boring manner, there are ways of integrating real-life situations into the classroom so that students are able to practice grammar. For example, construction sets can be used for building sentences. The students can be divided into groups or they can work individually and use the words given to them in a sentence. This will help them to understand sentence formation and application of verb tense, subject-verb and other grammar rules. Role-playing games, like "Information Gap" or "Role-plays," allow students to try out grammar that they have learned in real life situations. Students are expected to speak and solve problems in English, therefore, they have to use the appropriate grammar with other people. In role-plays, students learn how to speak and write with greater confidence and structure. In addition, some mistake-correcting games such as "Grammar Jenga," in which each block has a grammatical error that needs to be fixed, allow students to be corrected immediately. This helps them understand grammar properly and change how they speak in the future. An important feature of many interactive games is that they are gregarious in nature. Many of these games involve students working in pairs or groups, which necessitates talking, negotiating, and participating. In completing the tasks, students learn how to express themselves, seek clarifications, and give reasons, all of which enhance their English language skills. For example, in some cooperative games such as 'Language Bingo' or in some quiz competitions, children are required to form teams to answer English riddles or questions. These games enhance linguistic as well as social skills. Students get to learn how to work with other students, how to deal with their peers, and how to solve issues together as a group. Also, these activities that are done in groups help to lower stress levels. Many learners tend to be afraid of expressing

themselves in English in front of their classmates, but some fun activities such as games could help ease this discomfort.

English learners are more likely to join in on games if the focus is on the game as a whole rather than their individual activity. It creates confidence in their abilities and reduces the anxiety of making mistakes while playing in an interactive environment. Language games have also evolved with the increasing digitization. They are now included as a standard feature in the modern classroom, such as online games, educational apps, and other digital resources. Students can use personalized and interactive services for English learning engagement on platforms like Kahoot, Quizlet, and even on Duolingo. To begin with, digital games have a number of merits. Firstly and most importantly for learners is they provide feedback almost instantly. Because of this, students can identify and correct their errors almost immediately. These tools also have the advantage of being able to monitor progress. Teachers are able to evaluate performance at a student level or class level. Therefore, in addition to meeting the needs of learners, digital games are focused on individual learners. Furthermore, technology in games makes it possible to address different types of learners. Some students are visual, others are listening, while still others need to perform specific tasks to be more engaging. These games incorporate many elements in order to appeal to as many learners as possible and form a digital game.

For the successful integration of interactive games within the curriculum, a comprehensive strategy must be devised. Games that are chosen should correspond to the expected outcomes of the lesson. For instance, a grammar game might be too much of a challenge for those who do not have a basic grasp of the subject. It is also crucial to establish if the selected game will be of any educational value to the intended group or not. In addition to how other teaching activities are structured, the use of games should also be incorporated into the lesson plan to enhance other instructional strategies. The focus of instruction should be on core activities, with games used to support learning goals. The advantages of incorporating digital games into the

classroom cannot be overstated, but it is wise to use them in combination with the more traditional, time-honored approaches to teaching. Adding a teacher's perspective, pupils can enjoy going through learning materials with the help of games, but time usage should be monitored. Games, although found enjoyable, cannot take excessive amounts of time. There is a need to balance the time allocated to game based instructional strategies to those that expose learners to more traditional methods in order to achieve the objectives.

To summarize, it is without doubt that the use of interactive games in the teaching of English lessons in secondary school will increase motivation, participation, and development of vocabulary and grammar skills in students in an engaging manner and positive way. These gains are also constantly developed to enhance co-creation and the utilization of technology in the classroom. However, interactivity in games can only be maximized when teachers are deliberate about the placement of the games within their syllabus. In the end, focusing on Interactive Games can not only add to the richness of the learning experience but also provide students an opportunity to develop English language skills in a relaxed environment.

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