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IMPROVING ENGLISH SKILLS: INVESTIGATING THE EFFECTIVENESS OF GAME-BASED LEARNING FOR PSYCHOLOGY STUDENTS

In education, new ways to help students learn continuously arise, with game-based learning (GBL) gaining prominence for its potential to enhance participation and retention.

Psychology students need good English due to the field's global scope and reliance on English literature and research.

GBL uses games to aid learning, fostering engagement and skill development through challenges, rewards, and feedback. GBL is based on ideas about how people learn best, like learning by doing and figuring things out for yourself.

Experts [1; 2] say games are great for learning because they to stimulate curiosity, problem-solving, and persistence.

Studies [3; 4] have found that using games for learning helps people learn languages better, as GBL fosters language acquisition by providing authentic contexts and immediate feedback.

Initial results indicate promising outcomes connected with the integration of GBL into ESP instruction for psychology students improving vocabulary retention, grammatical accuracy, and speaking fluency among participants. Students enjoy doing GBL activities, highlighting its potential as a preferred learning approach.

Integrating GBL into ESP courses presents an effective method to enhance English proficiency among psychology students. GBL's adaptability allows educators to tailor content to students' linguistic and disciplinary needs, promoting personalized learning experiences.

In conclusion, GBL is a promising tool for teaching ESP to psychology students, as it makes learning more enjoyable and helps students improve their language skills.

References

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