Creative English Teaching Method—Research on Board game in English Classrooms

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Introduction

English teachers (ETs) have always been searching for a fun and interesting way to teach English, especially for the English learners who have low level of motivation in learning English in hope to promote their motivation. Edutainment is the word that comes into the mind of most ETs to solve the problem mentioned above. According to the UN Women (2012), "edutainment is entertainment designed to educate as well as inform or amuse" (Educational entertainment, 2012). To amuse learners, board games have been proposed by ETs that might serve as edutainment (Ramani, Siegler, & Hitti, 2012). With the combination of learning materials and games, English learners could learn English while entertained by the board game. In the following sections, advantages and disadvantages would be discussed.

Advantages

English teachers suggested that learners could learn together through gaming.

They could also learn from and teach their peers during the gameplay. Furthermore, the gameplay process is enjoyable to the students, which makes the dull learning process more entertaining. Finally, learning English through gameplay is like TPR, students learn while practicing it. To conclude, students could learn through a more enjoyable process; meanwhile, cooperate and coordinate with their peers. Because of the advantages mentioned above, more and more ETs are applying board games in their teaching.

Disadvantages

However, there are still some disadvantages of using board games in English teaching. To begin with the design of the board games, it might increase the workload onto English teachers. And how to integrate the game and the learning content together is an issue required careful design. Next, classroom management is crucial during gameplay. How to enable students to have fun while not making the whole class chaotic is another mission for teachers to carry out. Finally, the number of students in a class might affect the possibility of gameplay. If the number of students is either too large or too small, it might be challenging for ETs to process the board game. In conclusion, the design of a board game, classroom management, and the

number of students might be downsides for board games to be conducted in the English classroom.

I would like to conclude by suggesting the application of board game in English classrooms. Especially for EFL who has low English learning motivation, it is hoped that the entertaining characteristic could motivate students to learn. Meanwhile the concept learning by doing of a board game could help enhance students' English learning. Therefore, with careful design, well classroom management, and suitable amount of students, board games could act as a satisfactory tool for English teaching.

Reference

Lee, H. L. J. (2012). SMARTies: Using a board game in the English classroom for edutainment and assessment. *Malaysian Journal of ELT Research*, *8*(1), 1-35.