

Game-Based Mechanisms for Speaking English Enhancement: Exploring the Potential of Electronic Games in English Teaching in Chinese Universities

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Abstract. With the continuous development of science and technology, the popularity of electronic games in China is getting higher and higher. As a long popular form of entertainment, electronic games are not only the favorite choice of young people but also influence oral English teaching in Chinese universities to a certain extent. This paper will analyze in depth the main mechanisms by which electronic games enhance students' English speaking ability, and further explore the positive impact and possibility of introducing electronic games into the English speaking teaching system in Chinese universities.

1. INTRODUCTION

This paper focuses on analyzing the mechanism by which electronic games can improve students' English oral proficiency, in order to explore the potential and impact of introducing electronic games into English oral teaching in Chinese universities. Through a detailed literature review and sorting out, we have found that electronic games, as a gamified teaching model, may help Chinese students overcome obstacles in their English oral learning. The puzzles and challenges in the game require players to use critical thinking and effective problem-solving skills. Teamwork in electronic games requires players to make detailed plans and anticipate potential risks before acting. After the game, players evaluate and reflect on themselves through evaluation data and feedback mechanisms. Electronic games provide immersive, interactive experiences that engage players actively in the process of solving problems, planning actions, and evaluating outcomes. These skills are not only applicable to games but also translate to real-life situations, improving cognitive abilities and facilitating learning. Therefore, we believe that electronic games have the potential to promote oral English teaching in Chinese universities and make it more efficient.

2. THE USE OF THE ELECTRONIC GAME.

In the current era of full penetration of the Internet and electronic information technology, electronic games are no stranger to college students, and even become a topic often discussed in their daily lives. Therefore, whether integrating video games into oral English teaching can improve the teaching effect has aroused our concern. Lion

and Perosi point out that video games are not only engaging, but also enhance problem-solving strategies, action plans, and assessment skills, and are an educational and entertaining way to teach [1]. Firstly, the puzzles and challenges in the game require critical thinking and effective problem-solving skills [2] [3]. Different problems correspond to different scenarios, and players need to analyze the current situation to find a solution to the problem and make decisions. Secondly, online games usually require multi-player teamwork. Compared with single-player electronic games, online electronic games require players to make detailed plans before actions and predict potential risks to complete game tasks [4]. Finally, electronic games provide an opportunity for evaluation and reflection, where players can use data analysis to identify their own or their team's shortcomings and adjust their strategies [5]. In-game ratings and rankings also encourage self-assessment and continuous learning to achieve better results [6]. In summary, electronic games provide an immersive, interactive experience that enables players to actively participate in the process of solving problems, developing action plans, and evaluating outcomes. These skills are not limited to games, but can also be applied in real life, so video games have the potential to be a valuable tool for strengthening cognitive abilities and facilitating learning. This study believes that the introduction of video games can promote oral English teaching in Chinese colleges and universities, and improve the teaching effect.

Although the classroom learning environment run by the teacher is one of the channels of knowledge acquisition for English language learning, in the present time of popularization of online digital media, electronic games, as one of the most widely-exposed recreational

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activities among the young college student population around the globe [7] [8], can directly and effectively enable players to unconsciously grasp the key knowledge content in their subconscious game entertainment behavior, by subtly implanting knowledge points of English language learning in electronic games [9] [10] [11]. This is due to the fact that human subconscious activities can increase the profundity of the memorized content [12]. This paper aims to explore the possibility of utilizing playing electronic games to enhance college students' learning English improvement. The findings suggest that electronic games have a significant impact on language acquisition, particularly in terms of vocabulary and pronunciation. Electronic games create a comfortable, stimulating environment for learning a foreign language and can be a rewarding pastime.

3. REAL AND PRIVATE LANGUAGE ENVIRONMENT

Electronic games provide a real language environment, in which the dialogue and scenes often simulate real-life situations, players need to communicate and interact with the characters in the game. Electronic games can offer students with a real and independent language environment, which provides students with a unique opportunity to practice their speaking skills in the private environment have a sense of security [13]. It has to be mentioned that not all English learners have enough ability to have a smooth English conversation with teachers and students in class, in addition to the oral barriers caused by insufficient accumulation of objective English vocabulary and sentence structures, there are also many subjective psychological factors among students that lead to insufficient English speaking ability to support smooth English communication with English teachers in the classroom [14] [15] [16] [17] [18]. These students are introverted and do not like the crowded and noisy environment of oral English class [18]. Therefore, these students will be considered as lacking in oral English ability to some extent [16] [17]. However, through the way of electronic games, students can talk with the virtual characters in the game, which not only avoids the problem of too many people in the traditional classroom teaching but also gives the reserved students a more private space [9], so that they can focus more on their oral practice. In electronic games, students can improve their oral expression skills and enhance their confidence in language application.

In electronic games, players need to use English to communicate and interact with game characters in real-time. This communication covers a variety of language skills, including listening comprehension, speaking, and verbal communication [19] [20]. The player listens to the character's commands, dialogue, and cues, and then responds in English. Through such communication and interaction, students can actively participate in the plot of the game and improve their language application ability and communication skills. In addition, video games offer a rich variety of scenarios and situations, covering a wide range of fields and topics. Students can play different

roles in the game and participate in a variety of real-life situations. This immersive experience enables students to better understand and use the English language while developing their intercultural communication skills.

Therefore, the inclusion of electronic games in oral English teaching can not only provide a real language environment but also stimulate students' interest in learning and promote the improvement of oral English ability [20]. This integrated teaching method is of great significance in English education, providing students with an innovative and effective way to learn.

4. STIMULATE STUDENTS' INTEREST IN LEARNING

Electronic games stimulate students' interest in learning. Compared with traditional oral teaching methods, electronic games are livelier and more interesting in form, providing students with a challenging and interactive learning experience. St-Pierre pointed out in the article that various plots, tasks, and challenges in the game stimulated students' curiosity and thirst for knowledge, making them more active in oral practice [21]. Compared with traditional oral English teaching, electronic games have unique advantages in oral English learning. In games, students are not merely passively receiving verbal input but need to respond accordingly according to the situation and task [22]. They need to use their language knowledge and skills to solve problems in the game and to communicate and interact with the characters in the game [23]. This interactivity and challenge make students more actively participate in oral practice, improving their enthusiasm and initiative for oral learning. More importantly, electronic games stimulate students' interest in learning through rich and diverse game elements and plots. The story, character setting, and game objectives in the game attract students' attention and make them have a strong interest in oral English learning [19]. Students face various challenges and tasks in the game and need to use oral skills to solve problems. This situational learning style makes students more engaged and focused and improves their learning effect.

As a result, as an innovative teaching tool, electronic games can stimulate students' learning interests and improve their motivation and participation in oral learning. By interacting with the story lines and characters in the game, students can actively participate in oral practice in a fun and challenging environment, improving their oral expression and language application skills.

5. CULTIVATE STUDENTS' ABILITY

Electronic games have significant advantages in cultivating students' cooperation and communication skills. Many electronic games employ the multiplayer online game model, which requires players to cooperate, negotiate, and communicate closely with other participants [24]. This need for cooperation and communication inspires students to actively communicate with others in the game, thus effectively improving their teamwork and communication skills. In a multiplayer

online electronic game (Game Operating System Version in English) scenario, players are forced to only use English to use English to discuss strategy, take leadership roles, and communicate with teammates [25]. Although it is difficult to start playing such games because they need to learn a lot of unfamiliar words and usage at the beginning, to play the game more smoothly, students will choose to actively learn corresponding English knowledge, and this kind of active learning is often better than passive learning [26] [27] [28] [29]. And the knowledge acquired by active learning will be remembered more firmly [28] [29]. In the game, this real-time language communication scene enables students to constantly exercise and improve their oral English ability. At the same time, cooperation and communication tasks in the game have a significant effect on developing students' leadership, teamwork, and problem-solving skills [30], which are also of great value in real life.

This gamified learning style allows students to improve their English skills while also developing their teamwork and communication skills. Hence, integrating electronic games into oral English teaching not only helps to improve students' language application ability but also cultivates their comprehensive quality and practical application skills, thus laying a solid foundation for their future academic and professional careers.

6. THE DIFFERENCE IN THE DIGITAL AGE

In the digital age, students' identities show a changing trend, which is mainly reflected in their close contact with the virtual space and continuous exposure in the public eye. In these virtual Spaces, students construct their identity through a dual process. On the one hand, they create profiles and engage in activities that shape their online presence. On the other hand, they interpret and interpret the identities of others, forming multiple decentralized, distributed, and fragmented configurations. With the blurring of the boundary between virtual and physical fields, students take different paths in the process of constructing their own identities, and the virtual space they live in needs to constantly maintain their latest image [31]. This constant exposure and the interweaving of virtual and physical spaces helps shape complex, multifaceted identities. Students no longer need to store information in their heads because it is readily available on devices they can access. This shift challenges traditional educational models that focus on memory and knowledge accumulation. Instead, students now rely on technology as a tool for learning and acquiring knowledge.

In the digital age, students' changing identities are characterized by active participation in virtual Spaces, blurring of boundaries between virtual and physical realms, and reliance on technology to learn and acquire knowledge. These characteristics reflect the profound impact of the digital age on personal identity and education styles and offer important implications for understanding and adapting to the challenges posed by this era.

7. CONCLUSION

As a novel teaching resource, electronic games have a positive impact on oral English teaching in Chinese colleges and universities. By providing a real language environment, stimulating students' interest in learning, and developing cooperation and communication skills, video games bring new possibilities to oral English teaching. Teachers can make full use of video game resources and combine corresponding teaching strategies to improve students' oral expression ability and language application level.

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