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Game-Based Language Learning: Comparative Linguistic and Didactic Perspectives in English And Korean Teaching

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ABSTRACT

In this article, a comparative linguistic analysis of game-based methodology in English and Korean language instruction is presented. The research recognizes the universal didactic potential of game techniques in teaching typologically contrasting languages, as well as the necessity of language-specific adaptations. The research results imply that the efficiency of the game method is contingent on the exact matching of the morphosyntactic, pragmatic, and cultural characteristics of the target language.

Keywords: Game methodology, pedagogical technologies, comparative analysis, foreign language teaching, didactic games, communicative competence.

Introduction

According to the American psychologist R. Arnheim, the In the contemporary foreign language education system, teachers are looking for efficient methods which will not only improve the quality of knowledge acquisition but also keep students motivated all the time. The game-based method is a distinctive one in that it is a combination of the students' cognitive activity and their emotional engagement [1]. The importance of difference analysis in using the game method with English and Korean language teaching comes from the fact that there is a growing interest in learning these languages in different educational settings and the necessity of creating varied methodological approaches.

English and Korean are two languages that differ fundamentally in their systems: English is a Germanic language of the Indo-European family, whereas Korean is a language that cannot be linked to any other one and has the property of being agglutinating [2]. These typological differences not only present particular challenges for the development of the respective language teaching methodology but also require careful consideration on the

part of the game techniques that are appropriate to the different structural features of each language. The linguistic distance between these two languages creates different pedagogical issues: English majorly relies on word order and auxiliary verbs to express its grammar while Korean does extensive affixation and uses a particle system. Moreover, the sociolinguistic aspect of Korean which is particularly complex because of the honorific system that is deeply rooted in the Korean culture requires teaching techniques that are totally different from those used in English classes.

METHODOLOGY AND LITERATURE REVIEW

The comparative-analytical method, a systematic approach to studying the pedagogical phenomena and content analysis of scientific literature form the methodological basis of this research. The theoretical roots of the game methodology in pedagogy are highlighted by the classical theorists who claimed that play is the most natural way human beings learn [3]. Game methodology, in the foreign language teaching context, is seen as a way of providing an artificial language environment which in turn fosters

communicative activity. The researchers suggest that didactic games help to lower the threshold of communication and to promote the ability to talk spontaneously [4]. Reviewing the literature on English language teaching, it is evident that role-playing, lexical games, and communicative simulations are highly favored as methods. According to Western methodologists, game techniques are most beneficial at the very beginning of the learning process when phonetic and basic grammatical skills are being developed [5].

Korean language teaching methodology has its own specificities which have developed within the framework of Korean pedagogical science. Game methods in Korean language teaching, according to the researchers, should take into account the specific attributes of the writing system, the complications in the honorific system, and the cultural norms of communication [6]. Conveying politeness through speech and comprehension of the hierarchical relations that are expressed in the language structures are among the areas where games are believed to be of utmost importance [7]. Comparative analysis of methodological sources shows that game methodology for both languages is intended to develop communicative competence, but the emphasis put on various aspects is quite different. The English language teaching area gives more importance to playing games for the purpose of developing fluency and overcoming the fear of making mistakes while the Korean language teaching area puts more emphasis on games that bring about the correctness of speech and its cultural appropriateness [8].

RESULTS AND DISCUSSION

The comparative linguistic analysis that was carried out in this project has shown many different patterns that are fundamental to the use of the game methodology in teaching English and Korean languages. To begin with, the game-based approaches show a similar strong motivational impact throughout the different languages' typological categories. The studies on second language acquisition for both English and Korean come to the same conclusion that the use of games brings about increased participation of learners and is also a way to beat the affective barrier which is language anxiety especially [9]. In the next step, the linguistic materials hidden in the game activities show a great difference that goes hand in hand with the structural features of each language. The games for English learners mainly aim at the enlargement of the vocabulary and the acquisition of syntactic structures by means of repeated

exposure in context, reflecting the analytic nature of English morphology and its relatively fixed word order. On the other hand, the games for Korean learners will have to take the social and the pragmatic dimensions into account, since a linguistic mastery of Korean cannot be separated from understanding the social stratification that is represented in the grammatical forms.

Thirdly, the analysis uncovers the distinct functions of writing in gaming activities. In the teaching of English language, many games could only be done orally, while in the teaching of Korean language, the integration of Hangul writing practice must be done constantly due to the peculiar nature of the Korean alphabet. The methodological system prescribes games that incorporate writing and reading of either hieroglyphic or alphabetic signs as a necessity. Besides, at the same time, the over-all game methodology is taking a step towards the development of sociocultural competence. Nevertheless, the content of this competence varies for the languages studied. The gaming field in English language acquisition would often be like modelling the scenarios of international communication, while the portrayal of the world with its own social norms and characteristics through games would constitute the Korean language teaching process [10].

The review of the pedagogical literature also shows that there are quite a significant difference between English and Korean language teaching regarding the timing of game activities. In English teaching, the practice of short-duration games of five to ten minutes is widespread and can be easily incorporated in various lesson stages as warming-up activities or consolidation exercises. According to researchers, the Korean methods of teaching the language make the use of longer game scenarios of fifteen to twenty minutes more frequently, which is justified by the need to create a complete communicative situation where the learners will be practising the right selection of honorific forms based on the social status of the participants in the dialogue.

This time difference is a reflection of the deeper methodological principle: the games in the English language usually are aimed at developing pupil's isolated skill, while Korean games are oriented towards holistic communicative modeling. The other way round, the comparative analysis shows different ways of dealing with mistakes in the game. The western teaching of English as a foreign language mainly relies on the method of correction after the game in which case the teacher notes

the mistakes during the game and discusses them after the game to avoid being an obstacle to communication and to keep the learners confident [5]. On the other hand, the Korean language teacher has the traditions as seen in the sources analyzed that he/she must always correct the students immediately, especially if it is the case of honorific usage, as the mistake in this area can have a highly adverse effect socially in Korea. This difference in method indicates that the cultural values associated with the target language, influencing pedagogical decision-making in game-based instruction, are one of the strong reasons for the differences.

The outcome of the investigation points out that the game type choice is dependent on the major difficulties encountered by the learners of each language. In the case of English language students, competitive games that stimulate fast lexical retrieval and grammatical accuracy under time pressure are very effective since they target the main issue of speaking production which is hesitation and over-reliance on self-monitoring. On the other hand, the literature reviewed for Korean language students suggests that the students get more help from the cooperative games, which require the players to negotiate the meaning and finish the task together, which, in turn, helps them practice different levels of speech and become aware of the social dynamics expressed in the word choice through language [9]. This trend points to the fact that the game methodology should not only be based on the linguistic properties but also be compatible with the major psychological hurdles that characterize each language learning situation.

Moreover, the evaluation brings to light the changing position of the digital game technologies in the teaching of both English and Korean languages. Modern references mention the rising incorporation of computer-based and mobile game applications into foreign language classes. Still, the extent and the way of this integration are different for the two languages compared to one another. English language teaching is more than marketed for international companies to develop their commercial and educational game applications extensively, thus offering various options for different proficiency levels and learning goals. This technological dimension adds another layer to the comparative analysis, highlighting how resource availability and cultural specificity influence methodological choices in game-based language instruction.

CONCLUSION

The conducted research demonstrates that game methodology possesses significant pedagogical opportunities in teaching both English and Korean languages. The universal didactic potential of game techniques is manifested in increasing motivation, reducing psychological barriers, and developing communicative skills. At the same time, the effective application of game methodology requires mandatory consideration of the typological characteristics of the target language. In English language teaching, game methods are successfully used for developing fluency and lexical-grammatical automatisms. In Korean language teaching, games must necessarily include cultural and sociolinguistic components reflecting the specifics of Korean communicative culture.

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