

From Bored to Board: How AI Games Make Grammar Stick

During an era where pedagogy intersects with digital innovation, Artificial Intelligence (AI)-powered games open up new and exciting possibilities for the teaching of grammar in English language acquisition. This study investigates the impact of playing AI-powered grammar games on learner motivation, usability, and perceived learning outcomes in EFL classes at the university level. Grounded in gamification and adaptive learning theory, the study enlisted the participation of 312 Vietnamese students on AI-based websites for a period of four weeks. A mixed-method design was employed, coupling a questionnaire with an open-ended reflection to evaluate three underlying dimensions: engagement, usability, and grammar improvement. The findings indicate learners perceived the games as highly engaging and helpful for reinforcing grammar patterns in a non-stressful environment. Improved retention, increased classroom interaction, and a more positive attitude towards grammar class were conveyed by many participants. There were, however, concerns about technical constraints and the necessity for more personalized content. These results emphasize the fast-growing potential of artificial intelligence to supplement conventional grammar instruction and point to the necessity of developing inclusive, learner-centered digital content based on language learning objectives.

Keywords: AI-powered games, EFL grammar, gamified learning, learner motivation, grammar acquisition, educational technology, language engagement

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Track Classification: AI and TESOL: Innovations in English Language Teaching